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ABSTRACT

A program was developed to facilitate career decision-making capabilities in a K-12 experience-based career education (EBCE) program by expanding students' self-awareness and occupational and curricular awareness. During its second year, the program implemented occupational and career components in K-12 by providing teaching kits, learning activities, visits to the Area Vocational Center, guidance sessions, and placing students in exploration experiences. Evaluation was conducted by a third party and focused on the sophomore and junior EBCE program. To measure career education outcomes for participating students, the Career Orientation Battery was administered to eighty-two EBCE students and sixty-nine comparison students. The results showed no significant differences between the two groups. Evaluation questionnaires were filled out by students, parents, site coordinators, teachers, counselors, and administrators. Their perceptions strongly suggest that the program is successful in assisting students in clarifying and/or identifying their occupational interests by providing EBCE orientation sessions for staff development and two "Operation: Staff Exploration Experience (SEE)" sessions to provide more information to staff about EBCE activities. (The appendixes include publicity articles, evaluation forms, and agendas for staff development sessions.) (ELG)

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CAREER RESOURCE CENTER

New Albany-Floyd County
Consolidated School Corporation
New Albany, IN

INTERIM REPORT

PROJECT NUMBER 502AH60001
GRANT NUMBER G05-76-00217

NEW ALBANY-FLOYD CO.CON.SCHOOL CORP.
802 EAST MARKET STREET
NEW ALBANY, IN. 47150

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FINAL REPORT

1. PROJECT NUMBER: 502AH6001 2. GRANT NUMBER: G05-76-00217

3. TITLE OF PROJECT: an implementation proposal to blend instructional strategies, methods, and techniques of Research For Better Schools' (RBS) Experience-Based-Career Education program with a currently existing K-12 career education plan.

4. GRANTEE ORGANIZATION: New Albany-Floyd County Consolidated School Corporation
802 East Market Street
New Albany, Indiana 47150

5. PROJECT DIRECTOR: James E. Williams
Career Resource Center
1825 Beeler Street
New Albany, Indiana 47150

6. PERIOD COVERED: FROM September 17, 1977 TO September 16, 1978

7. ACCOMPLISHMENTS DURING THIS PERIOD.

GLOBAL OBJECTIVE...FACILITATE CAREER DECISION. The major objective of our total K-12 EBCE program is to facilitate improved career decision making capabilities by expanding student self, occupational, and curricular awareness. This is accomplished by providing students with:

...relevant information during prime readiness periods
...a series of reality-based, first hand career experiences
...budgeted structured time to establish meaningful, individualized academic and career plans of action.

SPECIFIC OBJECTIVES....RANGE FROM CAREER AWARENESS TO CAREER COMMITMENT. The very general concept of Career Education in the abstract should be reduced to concrete observable objectives. Specific objectives of the New Albany-Floyd

County Experience-Based Career Education program range from improvement of student awareness of career opportunities up through the point of actual career commitments. The following objective statements have provided the New Albany-Floyd County Schools Career Resource Center with direction and emphasis for selection of activities and experiences through which our students learn about work.

* Provide a sound flexibly structured foundation and background for experience-based career education with cluster aligned career awareness and counseling experiences in grades K through 9.

* Supply all 10th, 11th, and 12th grade students with the opportunity to explore and investigate career cluster resource sites in the community on an extended first hand basis by recruiting and training a complement of career cluster related community resource sites.

* Identify and eliminate sex bias-sex role stereotyping by implementing equal opportunity occupational study, guidance activities, and resource exploration placement.

* Help students recognize the relationship between the school curriculum, occupational opportunities and requirements, and personal characteristics by providing structured grade level guidance activities.

* Maintain a feasible career education cost per pupil ratio by broadening participation opportunities to include all interested students in our school corporation and using existing staffing and facilities to accomplish many of the required management tasks.

SYSTEM-WIDE PLAN OPTIMIZES RESULTS. Early career education research and development stages of the NAFC School Corporation included plans to develop a system-wide Experience-

Based Career Education program. Considerable effort was extended to develop the concept that an effective career education deserves full corporation support. Such foresight reaped dividends. Although we have not reached total participation in all the elements of our career education program...all individual schools have responded to the demonstrated commitment and leadership of our school corporation. Our system-wide program is well on its way toward assuring NAFC students a standard quality of guidance and career planning support.

AN ORGANIZED, SYSTEMATIC PROGRAM. The NAFC-EBCE program exhibits many options for making the most of local opportunities. But at its core is an organized, systematic structure that assures individual students will go through a personal evaluation process leading to a realistic investigation of appropriate alternatives. This structure, woven throughout the NAFC-EBCE program:

...maintains a two pronged, K-6, pre EBCE program with both self and occupational awareness, "hands on", study experiences.

...continues in the intermediate junior high level (7-9) with personalized, curriculum related research activities.

...and culminates with senior high (10-12) students participating in a variety of pre-graduation career inquiry, and survival readiness activities.

See APPENDIX A for a graphic overview of the total K-12 program.

Mini-statements describing our second year efforts toward realizing our goals and objectives are listed below.

* Implemented teacher directed occupational and career concept components of the K-6 Pre-EBCE program.

  The program was implemented in fifteen (15) elementary schools, involving over 6000 students. See APPENDIX A for a brief description and placement of each element in the total NAFC/EBCE program. The percentage of program element participation of each school is listed in APPENDIX B.

* Implemented Career Resource Center directed activities of the K-6 Pre-EBCE program.

  Provided support of teaching aids, recommended tours, and classroom speakers that relate to assigned occupational clusters of each grade level. (See item 13 for detailed accounting student career activities).

  Maintained the K-6 Concept Awareness grade level rotating packet schedule. The schedule provided each classroom teacher with a kit of self awareness teaching aids for one week.

  Provided support for the following pre-EBCE class projects:

  ...MOD-CON (Model Construction) Second grade students traced life size paper sculptures of themselves and decorated them in appropriate attire of a chosen worker. Two (2) of the paper sculptures were donated to the Career Resource Center and will become a permanent art exhibit and display item.

  ...FPIC (Elementary Playhouse Infusion Capers) Fourth grade students plan and perform a dinner theater production for parents or other students. This activity climaxes their investigation of the Media and the Arts and the Hospitality-Recreation clusters.

  ...ABC (Area Beautification Campaign) Several times during the school year, 5th grade students participate in local ecological activities as a means to

emphasize the Environmental Resource Cluster. Each spring, the Career Resource Center organizes and coordinates a system-wide 5th grade project that serves as a catalyst and/or climax for ABC activities. See APPENDIX J "Mother's Day Career" for a newspaper article description of the activity.

...MEDIA-SCOAP. (Student Career Awareness Project) Throughout the school year our 6th grade students participate in a language arts activity that requires students to prepare a slide presentation of a half day job exploration experience. To publicize and motivate participation, the Career Resource Center conducts an annual MEDIA-SCOAP contest. See APPENDIX J "Career Contest Winner" for a newspaper article description. Contest winning slide presentation is on file at the Career Resource Center.

Coordinated and implemented a system-wide 6th grade Area Vocational Center visitation.

...Fifteen (15) elementary schools involving over 1000 students participated in this activity.
...The orientation session was organized around a treasure map activity that depicted each area of instruction at the Prosser Vocational Center as a personal treasure.
...The map also included activities designed to stimulate inquiries and interviews. See APPENDIX C for a copy of the Prosser Island Treasure Map.

* Implemented teacher counselor and Career Resource Center directed components of the 7-9 Pre-EBCE program.

The seventh and eighth grade rotating cluster exploration packet schedule (Career Cluster Tubs, APPENDIX A) was implemented in the three (3) junior high schools of the New Albany-Floyd County School Corporation.

...Teachers in ten (10) major disciplines were involved
...The "Cluster Tubs" containing visual aids and research material were distributed on a two (2) week schedule.
...Classroom teachers introduced the occupational information and made assignments that required completion of a "Cluster Investigation Worksheet". (See APPENDIX D).

The seventh and eighth grade self-awareness project "Time Out"schedule was implemented in the three (3) junior high schools of the New Albany-Floyd County School Corporation.

...Seventh and eighth grade counselors introduced the "Success and You" units and conducted the summary units near the end of the school year.
...Seventh and eighth grade English, Math, Science and Social Studies teachers utilized two (2) class periods to lead their students through the published, self-exploratory, and development activities. (See APPENDIX A)

Junior High School counselors explained and discussed the Differential Aptitude Career Planning Questionnaire (DAT) to 8th grade students. The Career Resource Center coordinated and supported distribution of the DAT results to parents of the 8th grade students. See APPENDIX E for sample copy of letter to parent.

The Career Resource Center administered the EBCE Cluster Questionnaire (CQ) to all ninth grade students. See APPENDIX F for a copy of this instrument.

...Students electing to participate in the tenth grade EBCE program were placed in an <u>active file</u> for additional counseling.
...The tabulated results of the CQ were used to ascertain EBCE exploratory site needs for school year 1978 - 79.

The Career Resource Center Staff conducted individual and small group pre-EBCE guidance sessions with <u>active file</u> ninth grade students.

...Our major objective was to insure that students are making appropriate EBCE exploration choices.
...DAT and CQ results were reviewed and compared.
...Six hundred seventy-two (672) students participated in the guidance sessions.

A committee of three (3) junior high teachers, two (2) junior high counselors, and one (1) writer/coordinator developed a local version of the commercially produced 7th and 8th grade "Success and You" student workbooks.

...Two (2) separate workbooks (one for 7th, one for 8th grade) were written.
...Each student workbook contains an introduction, eight (8) activity units and a conclusion.
...A teacher's manual containing lesson plans was developed for each of the workbooks
...Typesetting, printing and distribution of the books to 7th and 8th grade students is scheduled for October 1978.

* Implemented teacher, counselor, and Career Resource Center directed components of the 10-12 EBCE program.

Coordinated the implementation of 10th grade "Why Am I Studying This" program component. 109 English, Math, Science and Social Studies teachers showed an assigned film strip and discussed the relevance of their subject area to the working world. Approximately 3,270 student career experiences were initiated through this activity.

Conducted final pilot efforts of 12th grade "Operation Ready, Set...Go?"

...A committee of three (3) 12th grade social studies teachers and one (1) writer coordinator formalized the writing of Operation: Ready, Set...Go?? Seventeen (17) student pre-graduation survival readiness (including teacher lesson plans and software) were completed.
...Two (2) 12th grade social studies teachers piloted all seventeen (17) units of Ready, Set...Go?? Their experiences and notes will be analyzed and incorporated into the final draft of the Teachers Manual. Type setting and printing of the Teacher's Manual and supporting software is scheduled for October 1978.

Implemented the Career Resource Center directed activities of the EBCE student exploration program. See APPENDIX A for brief description and placement of the component in total EBCE program.

...Sixteen (16) EBCE Guidance/Exploration weeks were implemented.
...Four Hundred Twenty (420) 10th and 11th grade students completed their five (5) day exploration experiences.

...Ninety Four (94) exploration sites were utilized.
...3,629 volunteer person hours were donated by our business, civic, and industrial community.

Conducted the first pilot efforts of our 12th grade Personalized Investigation Program.

...A nine (9) point implementation outline was used to provide direction and continuity for the development stages of the Personalized Investigation Program. See APPENDIX G.
...A Personalized Investigation pilot program was conducted during the New Albany-Floyd County eight week summer school session. Software (teaching aids, forms, etc), instructional techniques, and other evaluation data will be analyzed and used to develop a full scale Personalized Investigation program for school year 1978 - 79. See APPENDIX H for brief report of student activities.

8. MAJOR ACTIVITIES AND EVENTS.

IMPLEMENTATION OF NAFC/EBCE PROGRAM...OUR MAJOR ACTIVITY.

The accomplishments recorded in Item No. 7 represents many Career Resource Center staff hours of preparation, involved most of the administrative and teaching staff of the NA-FC School Corporation, included students from every grade level, (K-12), and many hours of donated time from a sizeable cross-section of the local community. Collective or singular, the accomplishments associated with maintenance and implementation of the NAFC/EBCE program qualify as major activities and events.

Other major activities and events during this reporting period:

* A representative from the NA-FC/EBCE project attended and participated in NIE's Second Annural EBCE National

Network Conference, February 28 through March 2, 1978 in Washington, D.C.

...A formal presentation of the total NAFC/EBCE program was made during the Monday, pre-conference session.
...NAFC/EBCE was also represented in the conference material display.

* Reviewed and documented NAFC/EBCE project proposal activities with representatives from U.S. Office of Education and Indiana State Board of Vocational and Technical Education, May 22, 23, 1978.

...The conference was conducted by Daryl Nichols, U.E.O.E. Region V, Chicago, Illinois and Ed Hornbach, State Board of Vocational and Technical Education, Indianapolis, Indiana.
...The NAFC Career Resource Center staff and Assistant Superintendent, Charles E. Fields, explained, demonstrated, discussed, and answered questions that concerned the entire NAFC/EBCE program. See APPENDIX I-1&2 for copy of USOE evaluation report.

* Participated and made presentatives in Bartholomew Consolidated School Corporation's "Career Education Orientation Workshop", May 31, 1978, Columbus, Indiana.

...The conference attendance included staff from Appalachia Educational Laboratory, teaching, guidance and administrative staff of Bartholomew School Corporation.
...A representative from the NAFC Career Resource Center made a formal presentation and provided a display of local project materials.

* The Career Resource Center staff attended and participated in Research for Better Schools' EBCE conference, August 21, 22, 23, 1978 in Atlanta, Georgia.

...The conference attendance included staff from RBS, staff from six (6) other EBCE projects, and representatives from U.S. Office of Education and National Institute of Education.
...The NAFC Career Resource Center made a formal presentation during the Tuesday afternoon session and maintained a display of local project materials throughout the conference.

9. PROBLEMS.

INCLEMENT WEATHER CLOSED OUR SCHOOLS. Inclement weather closed our schools twenty-three (23) days during the months of January and February. The coal strike energy crisis also forced our school corporation into a week of shortened school days. This loss of classroom time necessitated the following revisions and departures from the original program of activities.

* Classroom teacher participation in the K-12 EBCE program was cut to a "bare bone" 50%. Some of the activities were postponed until next year. Other activities germane to the maintenance and continuity of the total career education program were stripped to the barest participation outline.

* The entire second semester 10th and 11th grade EBCE student exploration program was revised. Eight (8) EBCE exploration weeks were wiped out. This involved canceling some seventy-two (72) exploration sites that postponed exploration experiences for over three hundred (300) students.

STUDENT TIME...A SCARCE COMMODITY. When EBCE guidance/exploratory weeks were resumed during the months of April and May, "Operation Maximum Instruction" was reaching it's peak. Student time became a scarce commodity. More of the teaching staff in our feeder schools moved from passive to verbal resistance toward sharing student time. This type of pressure put the student in the middle, causing unnecessary handicaps for some of our students. Teacher pressure was identified as a major factor and/or contributor to EBCE absenteeism.

10. PUBLICITY ACTIVITIES.

LOCAL DAILTY NEWSPAPER IS PRO-CAREER EDUCATION. The New Albany Tribune, a daily publication with circulation covering three (3) counties, published the following articles during this reporting period:

* September 20, 1977..."Learning the Job", pictorial accounting of EBCE students exploring the Community Service occupational cluster. The picture was taken and article was written by still another EBCE student as part of her assignment in a Media and the Arts occupational cluster exploration experience.

* September 21, 1977..."Aspiring Cubs". pictorial accounting of EBCE students exploring the Media and the Arts occupational cluster.

* September 21, 1977...Career Training Class Tries Newspaper Work", describes EBCE student experiences and reactions, written by EBCE students as a job assignment during an exploration experience.

* September 26, 1977..."Career Talk", describes a fifth grade activity associated with a unit in the Environmental Resource occupational cluster.

* September 29, 1977..."What Am I Bid", describes a fifth grade activity with Career Education concept awareness and the Marketing and Sales occupational cluster.

* October 4, 1977....."On Assignment", pictorial accounting of sixth grade students completing their Student Career Occupational Awareness Project (Media SCOAP). APPENDIX A

* October 20, 1977....."Whether To Leather", sixth grade students consider options of products they want to manufacture and sell.

The activity is a unit associated with investigation of the Production and Maintenance and the Marketing and Distribution occupational clusters.

* October 26, 1977....."Career Copter", reports and illustrates a second grade activity associated with the Transportation occupational cluster.

* November 18, 1977....Five FCHS Students Explore Newspaper, Describes student EBCE experiences and reactions...written by EBCE students as a job assignment during an exploration experience.

* November 18, 1977...."Seeking A Career", pictorial accounting of sixth grade students completing their career education MEDIA-SCOAP project.

* November 20, 1977...."Administrators Learn", describes and illustrates Operation "SEE" (Staff Exploration Experience), a program designed to provide opportunities for NAFC personnel to see EBCE in action. Section 15, Staff Development and APPENDIX describes operation SEE in detail.

* December 18, 1977...."Career Award", recognizes a local elementary school for highest system-wide participation in the varous elements of the NAFC/EBCE program.

* February 12, 1978...."You Can Do Anything",describes a sixth grade career education activity associated with a unit in sex bias-sex stereotyping and the Marketing and Sales cluster.

* February 21, 1978...."Ye Old Treasure Map", local high school student receives recognition for her treasure map design, depicting the various training opportunities in our local area vocational center.

* March 31, 1978....."Ambulance Worker". describes sixth grade career education activity that emphasized the Health occupational cluster.

* April 9, 1978....."Outlook on Life", describes and illustrates one of the twelve 12th grade career related, pre-graduation survival readiness activities designed to help students cope with the transition from school to work. (See Ready...Set, Go...APPENDIX A).

* April 20, 1978....."Studying the Ballot". describes and illustrates a fourth grade lesson entitled "Planning for a career in Government and Leadership".

* April 25, 1978....."Rough Crossing", pictorial accounting of an EBCE student participating in a job assignment during her Media and the Arts exploration experience.

* May 14, 1978....."Mother's Day Careers", describes a system-wide fifth grade career education project that climaxed a study of the Environmental Resources occupational cluster.

* May 18, 1978....."Media Career", sixth grade students produce and tape a television program during their study of the Media and the Arts occupational cluster.

* May 23, 1978.....Career Contest Winner, recognition is given to outstanding student contributions and winners of annual Student Occupational Awareness Project (SCOAP) award.

* May 30, 1978....."Model Mechanic", while demonstrating modeling techniques, a working fashion model advises sixth grade students to "learn as much as you can from as many different experiences as you can". She just finished taking an auto mechanics course.

See APPENDICES J-1 through J-13 for xerox copies of the newspaper articles.

METRO-AREA NEWSPAPER GIVES NAFC/EBCE A BOOST. The NAFC/EBCE program received an excellent review in the Louisville Courier Journal. The publishing date and content description are listed below:

* October 14, 1977..."Center Stage", gives both student and site coordinator reactions to an EBCE exploratory esperience in the Media and the Arts occupational cluster.

See APPENDIX K for xerox copy of the article.

STUDENT NEWSPAPER TELLS IT LIKE IT IS. The "Blotter", a school newspaper published by students of New Albany High School.. gave the NAFC/EBCE program a good report in the October 7, 1977 issue. See APPENDIX L for a xerox copy of a student account of an exploration experience in the Media and the Arts occupational cluster.

SEVENTY-NINE EDUCATORS VISIT THE NAFC/EBCE PROJECT. The project was visited by representatives from the following local education agencies and institutions.

LEA/INSTITUTION	CITY	NO. PARTICIPANTS
Bartholomew Cons. School Corp.	Columbus, IN	11
Centerville Senior High School	Centerville, IN	1
Epicenter	Corydon, IN	10
Hardin Co. Schools	Elizabethtown, KY	8
Ind.St.Dept. of Voc.Educ.	Indianapolis, IN	1
Ind.St.Div. of Pupil Personnel	Indianapolis, IN	4
Indiana University Southeast	New Albany, IN	30
North Davies School Corp.	Elnora, IN	5
Paoli Public Schools	Paoli, IN	1
Pekin Eastern School Corp.	Pekin, IN	1

Shively Christian School	Shively, KY.	2
Southern Ind. Careers Resource	Evansville, IN	2
U.S. Office of Education	Washington, D.C.	1
Wilson Curriculum Center	Jeffersonville, IN	2
	TOTAL	79

11. DISSEMINATION ACTIVITIES.

MAJOR METHODS OF DISSEMINATION. Four (4) methods of dissemination were employed to facilitate distribution of NAFC/EBCE materials and products:

1. Distribution of material and information during workshops and conferences conducted by the NAFC Career Resource Center.
2. Responding to material and information requests that were generated through Indiana Department of Public Instruction.
3. Responding to material and information requests that were generated during state and national conferences.
4. Responding to material and information requests that were generated from state and national information clearing houses.

During this reporting period, the NAFC Career Resource Center distributed NA-FC/EBCE materials to the following school corporations and institutions:

School/School Corp./Institution	City
Brownsburg High School	Brownsburg, IN.
Boston Public Schools	Boston, MASS.
Business, Industry Community Education Partnership (BICP)	Salt Lake City, Utah
Concordia Lutheran High School	Ft. Wayne, IN.
Far West Laboratory	San Francisco, CA
Fremont U.S.D.	Fremont, CA
Hardin Co. Board of Education	Elizabethtown, KY
Indiana Div. Pupil Personnel	Indianapolis, IN
Lincoln Career Center	Stockton, CA
Logansport State Hospital	Logansport, IN

School/School Corp./Institution (Cont'd)	City
Manatee Jr. College	Bradenton, FL.
National Institute of Education	Washington, D.C.
New Washington High School	New Washington, IN
Providence High School	Clarksville, IN.
Switzerland Co. Jr-Sr High School	Vevay, IN
Tri-County Joint Vocational School	Nelsonville, OH
University of Rhode Island	Kingston, R.I.

12. PROGRESS ON DATA COLLECTION.

This section of the final report has been prepared by New Educational Directions Inc., (NED) who served as third-party evaluator for the New Albany-Floyd County Experience Based Career Education (NAFC EBCE) project during their first and second operational year. NED's evaluation activities, as included in this report, focus only on the sophomore and junior EBCE program, which is a capstone experience for the career education activities carried out in the elementary and junior high schools. Very briefly capsualized, youth in the EBCE program participated in 2 days of career guidance activities and 3 days in the community at businesses learning about occupations and practicing job tasks which matched their career interest. Tenth and eleventh graders volunteered for the EBCE program and were released from school for the one-week EBCE experience. Students are allowed to participate in the EBCE program once a semester for three of the four semesters of their sophomore and junior years. Major emphasis in this interim evaluation report has been placed on the 1977-78 evaluation activities. Where

appropriate, comparisons and references have been made to the 1976-77 school year. This report is organized to address specific questions found in the evaluation plan which was developed by NED and endorsed by the EBCE project staff last year. See Appendix M for a complete listing of the questions.

OVERVIEW OF NED'S SERVICES TO THE NA-FC EBCE PROJECT. NED's services to the NAFC EBCE project included a total of thirty (30) on site person days which are described in greater detail on Exhibit 1, Page 18. Because of severe weather no site visits were scheduled between December 1 snd February 9. Monthly written reports reviewing NED's activities and recommendations were issued to the Project Director. Office time was devoted to such tasks as monthly and interim reports, data analysis, questionnaire revision, compilation of interviews and questionnaires, and revision and preparation of the evaluation needs for the third operational year. Telephone and written communication from the Project Director kept NED up-to-date on major decisions, problems, and progress of the project.

WHAT IMPACT DOES EBCE HAVE ON STUDENT'S CAREER EDUCATION KNOWLEDGE, ATTITUDES, AND SKILLS? During the first year of the project short-term gains were measured. These gains were analyzed by means of a t-test and the results were presented in the first interim report. This year the evaluation activities focused on finding out whether, after the program has been operational for

Exhibit 1

NED's ON-SITE ACTIVITIES

DATE	NUMBER OF NED STAFF	NUMBER OF PERSON DAYS	PURPOSE
8-15-77	1	1	Meeting with site coordinators
8-29-77	1	1	Meeting with counselors
9-8-77	1	1	Discuss dissemination
10-10-77	1	1	Observe Monday career guidance activities
10-14-77	1	1	Observe Friday career guidance activities
10-19-77	1	1	Attend staff meeting to discuss activities
11-14 & 15-77	2	4	Interview EBCE students
12-1-77	2	2	Observe site experiences
2-9-78	1	1	Review evaluation needs and discuss site follow-up
3-27-78	1	1	Attend staff meeting
4-17-78	1	1	Review with project director interview guides and questionnaires and attend staff meeting
5-1 & 2-78	2	4	Administer post-test
5-15-78	1	1	Attend meeting with Region V project monitor
6-27, 28, & 29-78	2	6	Interview site coordinators and conduct parent telephone follow-up interviews
9-6-78	2	2	Revise next year's evaluation plan
9-22-78	2	2	Review next year's evaluation plan and review second year evaluation findings

three semesters, the FBCE students are different from students in the comparison group. A second major concern of this year was whether the students who had participated in the program for one, two, or three semesters were different from each other.

INSTRUMENTS. The Career Orientation Battery (COB), Form 912, was used to measure career education outcomes. NED began the development of the COB in 1974 and found it sensitive to career education programs during 1975-76. It was revised in the fall of 1976 to conform to the objectives of EBCE and was approved by the NA-FC staff as congruent with the thrust of their efforts.

The COB consists entirely of multiple-choice questions. The scales of the COB are described in Exhibit 2 in terms of the students' attributes measured by each scale.

TEST ADMINISTRATION. All sophomores in both New Albany High School and Floyd Central High School were tested between December 1976 and February 1977 to provide baseline data for the three-year evaluation plan. Tests were given during English classes at Floyd Central and during extended homeroom periods at New Albany. Seven of the COB's eight scales were included on this pre-test. The COB was re-administered in the spring of 1978 to groups of students in the program and in the comparison group. The size of the testing groups ranged from 10 to 90. The Specific Occupational Information scale was deleted from the post-test to shorten administration

time. Only those students for whom both pre- and post-test data were obtained were included in the analyses. Eighty-two EBCE students and 69 comparison students meet this restriction. These 151 students were all juniors since the evaluation plan did not call for pre-testing this year's sophomores.

SCORING. The COB is not designed as a timed test. However, testing time was limited by the logistics of administration and was not constant for all students or for both test administrations. In order to compensate for this source of unreliability a scale score was coded as missing if more than 10 percent of the items on the scale were omitted and the student was excluded from analyses of that scale

ANALYSIS AND RESULTS. Means and standard deviations for each scale on the pre- and post-test are presented in Table 1, P.23. These data are presented by group and by semester.

The first analyses addressed the question of whether the EBCE students were different after they had participated in the program from comparison group students who had not participated. First, an analysis of variance was used to see if the two groups were different at the beginning of the program. The results of this analysis are presented in the last column of Table 1. On five of the six scales no differences were found. However, on the Work Attitudes scales the EBCE students scored significantly higher ($F_{1, 149}=6.16, p<.02$) on the pre-test. In light of this

difference, the analyses of covariance results for this scale must be interpreted cautiously, since the analysis of covariance assumes no significant differences on the pre-test.

An analysis of covariance was used to examine differences on the post-test between the two groups. A summary of the analysis of covariance is presented in Table 2, Page 24. No significant differences were found on any of the six scales. The initial difference on the Work Attitudes scale disappeared on the post-test. This is not due to a deline on the part of the EBCE students but rather a larger gain on the part of the comparison group.

While these analyses indicate that there is no difference between the groups, it should be remembered that this means no differences as measured by the COB. It is possible that growth has occurred in the EBCE students and that the COB is not sensitive to that type of growth.

The second major concern of this year's evaluation activities was to see if the number of semesters the student had participated in the program affected his/her post-test scores. An analysis of covariance was used to test for difference in the post-test scores of students who had been in the program for zero (comparison group), one, two, or three semesters. The results of this analysis are presented in Table 3, Page 25. Again, no significant differences were found. It appears that the number of semesters a student had participated in the program did not affect career education growth as measured by the COB.

Exhibit 2

CAREER ORIENTATION BATTERY SCALES

Scale Name	Description of Scale
Career Planning (21 items)	Students will recognize the importance of career planning as a life-long process and be able to identify the relative importance which should be placed on various factors in career decisions.
Work Behavior (11 items)	Students will be able to identify appropriate responses to situations faced in work settings that require skills in interpersonal relations.
Attitudes toward School (12 items)	Students will possess positive attitudes about school and school achievement and will view school learning experiences as relevant to adult life.
General Occupational Information (21 items)	Students will possess basic knowledge about employment, such as employment related laws and the reasons for various methods and amounts of payment.
Work Attitudes (18 items)	Students will desire to work and will possess attitudes which are likely to facilitate adjustment to and success in employment settings.
Sex Equity (16 items)	Students will regard gender as irrelevant in matters pertaining to career planning, preparation and employment.

Table 1

SUMMARY OF COB RESULTS (RAW SCORES)

Scale	Group*	Means: Pre test (N)	Means: Post test (N)	Means: Raw Gains	Means: Adjusted Post	Standard Deviations: Pre	Standard Deviations: Post	F,P for pre-test comparison +	
Career Planning	EBCE	13.91(82)	14.79(82)	.88	14.75	2.16	2.53	F=.13	NS
	1	14.27(33)	14.70(33)	.43	14.44	2.14	3.14		
	2	13.68(40)	14.85(40)	1.17	14.95	2.34	2.08		
	3	13.56(9)	14.89(9)	1.33	15.06	1.24	2.03		
	COMP	13.77(69)	14.55(69)	.78	14.59	2.35	2.82		
Work Behavior	EBCE	7.41(82)	7.35(82)	-.06	7.30	1.46	1.67		
	1	7.33(33)	7.42(33)	.09	7.40	1.47	1.68		
	2	7.53(40)	7.43(40)	-.10	7.33	1.43	1.68	F=1.80	NS
	3	7.22(9)	6.78(9)	-.44	6.80	1.64	1.72		
	COMP	7.10(69)	7.26(69)	.16	7.32	1.39	1.40		
Attitudes toward School	EBCE	10.63(82)	11.05(82)	.42	10.99	1.49	1.40		
	1	10.30(33)	11.03(33)	.73	11.07	1.79	1.67		
	2	10.88(40)	11.05(40)	.17	10.92	1.07	1.28	F=2.57	NS
	3	10.78(9)	11.11(9)	.33	11.01	1.79	.93		
	COMP	10.22(69)	10.64(69)	.42	10.71	1.71	1.62		
General Occupational Information	EBCE	13.98(81)	15.52(82)	1.54	15.45	2.84	2.88		
	1	13.41(32)	15.30(33)	1.89	15.49	2.85	3.06		
	2	14.00(40)	15.60(40)	1.60	15.54	2.50	2.97	F=.20	NS
	3	15.89(9)	16.00(9)	.11	14.91	3.62	1.80		
	COMP	13.78(69)	14.75(68)	.97	14.79	2.43	2.78		
Work Attitudes	EBCE	14.14(81)	14.29(82)	.15	14.19	2.21	2.13		
	1	13.91(33)	14.30(33)	.39	14.25	2.57	2.71		
	2	14.26(39)	14.38(40)	.12	14.28	2.10	1.69		
	3	14.44(9)	13.89(0)	-.55	13.64	1.01	1.62	F=6.16	p<.02
	COMP	13.25(60)	13.66(68)	.41	13.83	2.17	2.57		
Sex Equity	EBCE	11.44(77)	9.05(81)	-2.39	9.08	2.57	1.41		
	1	11.00(33)	8.79(33)	-2.21	8.79	2.67	1.63		
	2	11.80(35)	9.08(39)	-2.72	9.14	2.68	1.60	F=.16	NS
	3	11.67(9)	9.89(9)	-1.78	9.89	1.58	.61		
	COMP	11.79(68)	9.09(66)	-2.70	9.06	2.86	1.39		

*--1, 2, 3, refer to the number of semesters students participated in program

+--NS means that p>.05

Table 2

SUMMARY OF ANALYSIS OF COVARIANCE BY GROUP

Scale	Variance	df	MS	F	Significance Level*
Career Planning	Pre-test	1	264.67	49.39	
	Program	1	.99	.185	NS
	Error	148	5.54		
	Total	150	7.06		
Work Behaviors	Pre-test	1	44.65	20.93	
	Program	1	.03	.01	
	Error	148	2.13		
	Total	150	2.40		
Attitudes toward School	Pre-test	1	37.77	18.43	
	Program	1	2.99	1.46	NS
	Error	148	2.05		
	Total	150	2.29		
General Occupational Information	Pre-test	1	305.34	50.55	
	Program	1	16.19	2.68	
	Error	148	6.04		
	Total	150	8.13		
Work Attitudes	Pre-test	1	104.32	21.49	
	Program	1	4.65	.96	NS
	Error	146	4.86		
	Total	148	5.53		
Sex Equity	Pre-test	1	.325	.169	
	Program	1	.02	.008	NS
	Error	138	1.92		
	Total	140	1.90		

*NS means that p>.05

Table 3

SUMMARY OF ANALYSIS OF COVARIANCE BY SEMESTER

Scale	Variance	df	MS	F	Significance Level*
Career Planning	Pre-test	1	264.67	49.07	
	Semesters	3	2.20	.41	NS
	Error	146	5.39		
	Total	150	7.06		
Work Behavior	Pre-test	1	44.65	20.82	
	Semesters	3	.89	.42	NS
	Error	146	2.14		
	Total	150	2.40		
Attitudes toward School	Pre-test	1	37.77	18.21	
	Semesters	3	1.14	.551	NS
	Error	146	2.08		
	Total	150	2.29		
General Occupational Information	Pre-test	1	305.34	50.02	
	Semesters	3	6.38	1.05	NS
	Error	144	6.10		
	Total	148	8.13		
Work Attitudes	Pre-test	1	104.32	21.29	
	Semesters	3	2.60	.53	NS
	Error	144	4.90		
	Total	148	5.33		
Sex Equity	Pre-test	1	.36	.17	
	Semesters	3	2.89	1.53	NS
	Error	136	1.89		
	Total	140	1.90		

*NS means that $p > .05$

WHAT TYPE OF STUDENT IS ENPOLLED IN EBCE? All Floyd Central and New Albany High School sophomores and juniors who were not enrolled in a vocational program were eligible to enroll in the EBCE program following an EBCE orientation presented by project staff. Parental/guardian consent was required prior to participation.

Last year student background data were collected to answer the above evaluation question. It was decided by NED and the project director that these data would not be reported for this year's participants unless it became obvious that the population served was noticeably different. Findings from last year indicate that students from varying ability levels, ethnic backgrounds, community-types, and school program types were represented and served in the program. All observations indicate that a similar pattern is representative of the EBCE student population for this year.

A total of 245 sophomores and juniors participated in EBCE at least once during the 1977-78 school year. The table below describes the EBCE participants.

Male	107
Female	172
Total	279

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One interesting observation when looking at the trends in male/female participation is the tendency for a smaller proportion of junior males to participate in the program thatn sophomore males. This trend may be explained by the fact that typically more junior males sign up for the Prosser Vocational programs than junior females.

The chart below illustrates the number of FBCE experiences sophomores and juniors have had during this school year.

Exhibit 3
1977-78 EBCE Participation

No. of EBCE Experiences	Sophomores		Juniors	
	Males	Females	Males	Females
1	58	58	0	0
2	22	35	13	47
3	not possible	not possible	2	10

HOW DO STUDENTS VIEW THE PROGRAM? Following an EBCE exploratory week each student completed a student evaluation form which was developed cooperatively by the project staff and NED. A copy of this instrument appears as APPENDIX N. The results were tallied and are presented on Pg. 28 along with response percentages for each question for each of the two years during which the program has been operational.

STUDENT EVALUATION RESULTS FOR 1976-77 AND 1977-78

	Question	Project year	Number of students responding to question*	Percent of total responding to each option		
1.	Before you visited your site did you think you'd like to work there (or at a similar place)?	76-77	39	43 Yes	3 No	55 I don't know
		77-78	315	77 Yes	8 No	15 I don't know
2.	Now that you've been to the site, do you think you'd like to work there (or at a similar place)?	76-77	39	64 Yes	15 No	21 I don't know
		77-78	316	75 Yes	11 No	14 I don't know
3.	Did this week's experience make you interested in any jobs?	76-77	87	80 Yes	18 No	1 No answer
		77-78	314	64 Yes	35 No	1 No answer
4.	Did this week's experience help you decide that you really are interested in a job you had been thinking about before?	76-77	39	62 Yes	33 No	5 No answer
		77-78	313	79 Yes	20 No	1 No answer
5.	Did this week's experience help you realize that a job you thought you were interested in is NOT right for you?	76-77	39	38 Yes	62 No	0 No answer
		77-78	316	22 Yes	77 No	2 No answer

*NOTE: A total of 316 EBCE explorations in 1977-78 were provided to 245 students.

Before drawing conclusions from the chart shown above, it is important to consider the following factors.

1. The number of students completing the form in 1976-77 is much smaller than in 1977-78.
2. Only sophomore students participated in the program last year (1976-77).
3. Both sophomores and juniors participated in the program (1977-78). A portion of these juniors participated in the program last year.
4. Program changes based on last year's evaluation have been made in regards to the site selection process and the experiences offered at each site.

With these factors as considerations, NED draws the following conclusions.

It appears that project efforts toward revising the site selection process have improved the students' perceptions of the program since 77% of this year's students as compared to 43% last year were interested in occupations represented at the sites. (Refer to question 1 on the chart.) Also influencing, this change could be that the EBCE group this year included juniors who, perhaps due to maturity and/or an EBCE experience last year, had a better idea of what occupations interested them. This is supported by the difference between the 55% last year and the 15% this year of those students who responded"I don't know" to question #1. Also, it appears from the data presented in the chart on page 28 that the EBCE experience has the following effects:

1. EBCE assists some students in identifying jobs which they had no considered prior to the experience as a possible occupational option.
2. The EBCE site experiences provide some students with the reality base which enables them to eliminate a previously held occupational choice.
3. For some students, the EBCE program clarifies previous occupational choices.

Based on these data, it is NED's judgement that EBCE provides students with occupational experiences which enhance the career decision-making process by providing a reality base necessary for better informed occupational decisions.

In focusing on the students' perceptions of the site activities, NED reports below the responses of two additional questions responded to by participating students.

1. While you were at the site, how much did you get to talk to the workers? (total number of responses=316)

   60% a lot 33% some 8% very little

2. While you were at the site, did you get a chance to practice working at job tasks? (total number of responses=315)

   37% a lot 53% yes, a lot 10% no

The responses to each question were aggregated across all sites to obtain a global picture of all EBCE students' site experiences. In addition, NED presented to the project staff these data for each site separately so that sites not providing adequate student experiences might be upgraded.

Two additional questions addressed the total program from the participants' viewpoint:

1. Overall, how would you rate the EBCE program? (total number of responses=313)

   35% the best 56% pretty good 8% okay 0% pretty bad
   0% the worst

2. Will you recommend the EBCE program to your friends? (total number of responses=311)

   94% yes 2% no 4% not sure

The responses to these questions above are within +/-3% of last year's report.

Three questions from the student evaluation form are not reported because it was evident and also indicated by project staff that students were confused by the questions. These questions required an overall reaction to several activities and resource people at the sites. Since students' reactions to each activity and/or resource person varied greatly they had difficulty giving an overall reaction. NED concludes on the basis of the students' evaluation, that EBCE is a valuable experience for the student as it provides experiences that assist the student in making better informed career decisions.

HOW DO PARENTS VIEW THE EBCE PROGRAM? NED addressed this question through a questionnaire and a telephone followup in the spring of 1978. The questionnaire was developed cooperatively by the project director and NED and appears along with the cover letter as APPENDIX O. A total of 273 questionnaires were forwarded, each with a cover letter and a NED addressed postage-paid return envelope. Ninety-one (23%) of these were returned completed to NED. Upon the project director's request, it was agreed that NED would conduct a follow-up telephone survey of non-returners for two major reasons:

1. The project director requested a larger data base in order to obtain additional input for program improvement.
2. It was decided to investigate further those parents who did not return questionnaires so that a comparison could be made with those who did return the questionnaire. Since the initial instruments were not coded in order to maintain confidentiality of the responses, a record (could not be kept)

of which parents returned the questionnaire. Hence, the telephone follow-up was completed as follows. One hundred six (106) parents from the original list of 273 were called by NED. A portion of these calls were not answered or resulted in non-parent contact. Another portion of the calls resulted in parents who had previously completed the questionnaire. However, the remaining thirty-eight (38) parents had not completed the questionnaire and were willing to respond to the questions over the phone. These thirty-eight (38) interviews represented 21% of the non-returners.

Below is a table indicating the response percentages to each question by both methods of data collection.

NA-EBCE PARENT QUESTIONNAIRE 77-78

	Question	Response	% Mailed	N=91	% Telephoned	N=38	Total	% N=129
1.	Do you feel that EBCE is a worthwhile program?	yes	91%	(83)	89%	(34)	117	91%
		no	2%	(2)	8%	(3)	5	4%
		undecided	5%	(5)	3%	(1)	6	5%
		omit	1%	(1)	0%	(0)	1	0%
2.	If you had to do it over again, would you want your son/daughter to participate in the EBCE program?	yes	90%	(82)	87%	(33)	115	89%
		no	4%	(4)	8%	(3)	7	5%
		undecided	4%	(4)	3%	(1)	5	4%
		omit	1%	(1)	3%	(1)	2	2%
3.	Has the EBCE program helped your son/daughter to think more seriously about his/her career plans?	yes	84%	(76)	68%	(26)	102	79%
		no	7%	(6)	16%	(6)	12	9%
		undecided	9%	(8)	13%	(5)	13	10%
		omit	1%	(1)	3%	(1)	2	2%
4.	Do you think your son/daughter learned a lot about the world of work in the EBCE program?	yes	76%	(68)	79%	(30)	98	76%
		no	13%	(12)	13%	(5)	17	13%
		undecided	11%	(10)	5%	(2)	12	9%
		omit	1%	(1)	3%	(1)	2	2%
5.	Have you received enough information about your son/daughter's EBCE program?	yes	64%	(58)	21%	(20)	78	60%
		no	26%	(24)	61%	(7)	31	24%
		undecided	9%	(8)	13%	(7)	15	12%
		omit	1%	(1)	5%	(4)	5	4%
6.	Do you think your son/daughter's attitude toward school has changed as a result of the EBCE program?	yes	33%	(30)	21%	(8)	38	29%
		no	40%	(36)	61%	(23)	59	46%
		undecided	23%	(21)	13%	(5)	26	20%
		omit	4%	(4)	5%	(2)	6	5%

These findings support the conclusion that EBCE parents consider the program worthwhile. The response pattern for this question (1 on page 32) is similar for both mailed and telephone interview response. Noticeable differences in response trends (dependent upon the data collection method utilized) occur in questions numbered 3, 5, and 6. NED attributes these differences to the observation that those parents returning the initial questionnaire tended to feel more positive toward the program than the non-returners.

Project staff are addressing the identified need of more disseminable program information (question 5) in next year's program plans.

An additional question, not reported above, was utilized to assess the interest of parents in serving as advisory committee members. A total of 9 parents showed an interest in becoming involved. Project staff have this list and plan to take steps to encourage greater parental involvement in the program.

It is evident that the EBCE project has parent support. NED encourages the project staff to utilize this support for input in strengthening the program and developing strategies to maintain the program after funding ceases.

HOW DO TEACHERS, COUNSELORS, AND ADMINISTRATORS VIEW THE PROGRAM? NED addressed this question by administering a questionnaire to all teachers, counselors, and administrators at New Albany

High School and Floyd Central High School in the spring of 1978. A total of 282 questionnaires were placed in staff mailboxes, 38 percent (109) were completed and returned. A copy of the instrument appears as APPENDIX P . Below is a chart which indicates the percent of people who responded to each option. The actual number of responses to each option is in parentheses.

1. The EBCE program is beneficial to students. (108 total)

14% (15) strongly agree 35% (38) agree 17% (18) no opinion
16% (17) disagree 5% (5) strongly disagree 14% (15) omit

2. Of those students whom I have spoken with regarding their EBCE esperience, the majority of students feel that EBCE was: (Check all that apply) (171)

27% (46) a learning experience
23% (39) a chance to get out of class
32% (54) something new that they wanted to try
15% (26) a waste of time
4% (6) a lot of work

3. I feel the EBCE program is: (108)

36% (39) worth the time lost in class
40% (43) not worth the time lost in class
24% (26) omit

When looking at each of the three groups (teacher, counselors, and administrators) separately it becomes clearly evident that the teachers as a group do not feel the EBCE program is beneficial,

whereas the counselors and administrators as a group report positive attitudes toward EBCE. Response percentages are not reported separately for each group since the counselor/administrator group size is less than 15.

WHAT IMPACT DOES THE EBCE PROGRAM HAVE ON THE ELIMINATION OF SEX STEREOTYPING? Project staff are making gains in an awareness of sex stereotyping and are providing students with activities and experiences which promote sex equity concepts. Such specific activities were introduced this year into the career guidance sessions held on Monday and Friday.

NED's evaluation design uses several strategies to address sex equity. A scale on the COB was utilized to measure students' attitudinal changes regarding sex stereotyping. The results of this scale are discussed under question 1 on page 32. Documentation of non-traditional role models in the community EBCE sites provides another means of reporting methods which focused on promoting sex equity. Refer to page 36 for a table indicating those non-traditional role models with whom students had contact.

NON-TRADITIONAL ROLE MODELS

Site	Non-traditional role model
Police Department	female police officer
Hotel/Motel	female assistant manager
Transportation System	director of personnel

Some students indicated a desire to explore non-traditional occupations. These non-traditional student placements were documented and are reported in the chart below.

NON-TRADITIONAL STUDENT PLACEMENTS

Site Description	Occupation	Number of students
Foresty	Forester	6 females
Police Department	Detective Police officer FBI agent	7 females
Fire Department	Firefighter	2 females
Air Transportation	Ground crew Tower personnel Pilots	5 females
Secretarial	Secretarial	1 male
Radio Station	Disc Jockey	2 females
Hospital	Nurse	2 males
Newspaper	Sports editor	5 females
Zoo	Veterinary	2 females
Armed Forces	Recruiter	3 females

In total the project staff placed 35 students (13%) in non-traditional exploration sites.

In comparing project efforts in 1976-77 to 1977-78 NED notes the following gains:

1. The project staff have added sex equity activities to the curriculum in 1977-78.
2. The project staff have attended a workshop concerned with sex equity in 1977-78.

In light of these gains, it can be concluded that the project staff are consciously working toward the elimination of sex stereotyping.

Non-traditional student placements in the first and second year of the project are compared in the chart below.

NON-TRADITIONAL STUDENT PLACEMENTS

year	TOTAL NUMBER OF students served	TOTAL NUMBER OF non-traditional placements	% of non-traditional placements
1976-77	114	24	21%
1977-78	279	35	13%

HOW DO SITE COORDINATORS VIEW THE PROGRAM? This question was addressed through questionnaires and personal interviews. A total of 23 site coordinator interviews were conducted using the interview guide in APPENDIX O . Twenty-two (22) of these were personal interviews and one (1) site coordinator was interviewed via the telephone because a personal interview could not be scheduled. Some information gathered was site-specific, that is, related to suggestions, and special problems at the site.

That information is not included in this report, but was verbally shared with the project so that appropriate follow-up could be completed before the 1978-79 school year. The following narrative is a synthesis of general opinions, problems, and derived benefits expressed by the site coordinators.

1. Is the FBCE program worthwhile for students?

Twenty-two (96%) of the site coordinators (SC) responded yes to this question. Site coordinators further supported their opinions in a discussion of the benefits students derive from such an experience. Listed below are sample comments as expressed by the site coordinators:

1. a realistic picture of the world of work;
2. a better idea of their occupational interest;
3. exposure and practice of job tasks related to a specific occupation;
4. an opportunity to reject previously considered occupational interests; and
5. an opportunity to learn relevant and useful information which will help them in their daily lives and which is not normally taught in the school systems such as: standard operating procedures in hospitals, legal rights, banking and credit procedures, etc.

Only one site coordinator felt that the FBCE program was not worthwhile for the students who visited her site because their major field of interest was not representative of the occupations at her site.

2. What problems have you encountered during your participation?

Eleven site coordinators stated that they ran into no major problems during participation. Eight site coordinators (SC) expressed concern regarding the brevity of the students' visit to

their organization. Five of these site coordinators have students for one day and they felt for the site experience to be meaningful, the students should spend more time on site. Another site coordinator stated that students are exposed to too many areas at his site during the three day visit; consequently, this situation does not lend itself to getting the students involved in job tasks that could be practiced if the visit was limited to fewer areas in his business.

Four (4) site coordinators indicated that they do not possess a clear understanding regarding the purpose of the program. In two cases, the site was developed with the SC's predecessor. In two (2) other cases, the site coordinators requested a meeting with EBCE staff to review the purpose of the program.

Three (3) site coordinators felt that their site was not representative of the job family to which they had been assigned, although they were willing to continue their participation in the program.

Three (3) site coordinators voiced concern regarding the site selection process which in their past year's experience placed students who were not interested in the occupations represented at their site.

Two (2) site coordinators stated that the participants were extremely shy while on site and recommended that the project staff encourage students to ask questions.

Because of the nature of two (2) sites, confidential materials could not be shared with students, therefore this limited the degree of student participation at these sites. Another site coordinator stated that some technical knowledge was necessary before any job-sampling activities could take place; consequently, the students' participation was limited.

Another site coordinator felt that the CIS's should visit more often during student participation.

The purpose and use of the student evaluation form was not clearly understood by one (1) site coordinator.

The problems addressed above are, of course, common problems in other EBCE program's; however, some of these problems could and should be addressed by the NA-FC EBCE project in the upcoming year.

3. What suggestions do you offer to improve the EBCE program?

Nine (9) site coordinators indicated that they could offer no suggestions to improve the program. Five (5) site coordinators recommended that prior to the site visit students should be provided some background and occupational information related to the site. Some suggested that this orientation be presented by site personnel rather than project staff.

Two (2) site coordinators expressed a desire to receive some feedback from the project staff regarding the participants'

reactions to their site experience.

4. What benefits have you derived from your participation in the project?

Almost all site coordinators expressed a desire to continue working with the project even though this participation in most cases was somewhat disruptive to their organization's productivity. Many site coordinators indicated their pleasure in working with and helping students and felt that benefits resulting from participation outweighted the inconveniences. Ten (10) site coordinators expressed satisfaction in knowing that they assist in getting youth interested in their field. Five (5) site coordinators felt that their EBCE participation was beneficial in terms of public relations. Another two (2) site coordinators indicated that students did contribute to work accomplised at their business. Two (2) site coordinators also stated the participation had boosted employee morale and kept them "on their toes".

As mentioned earlier, a second method of addressing this evaluation question was a questionnaire. These instruments, developed by the project staff, were distributed by the CIS's following each sites' participation in the program. A copy of the questionnaire appears as APPENDIX R. Because some sites participated in the program several times during the year they may have returned more than one questionnaire. The project staff then reviewed the completed form to obtain suggestions for improving the

program. NED compiled the results of sixty (60) questionnaires and report the findings below. The number in parenthesis after each item refers to the number of responses in the percentage analysis. Omissions to items, therefore are not presented.

COMPARISON OF SITE COORDINATOR'S VIEWS TOWARD EBCE

1976-77 vs. 1977-78

Question	Project year	Number of Responses	Response Percentage (%)		
1. Please rate the students who visited your organization as a group. Appearance and dress	76-77	32	0% Unacceptable	84% Acceptable	16% Outstanding
	77-78	68	0% Unacceptable	82% Acceptable	18% Outstanding
Responsibility--punctuality, adherence to rules, etc.	76-77	32	0% Unacceptable	66% Acceptable	34% Outstanding
	77-78	68	0% Unacceptable	54% Acceptable	46% Outstanding
Courtesy	76-77	32	0% Unacceptable	53% Acceptable	47% Outstanding
	77-78	67	0% Unacceptable	45% Acceptable	55% Outstanding
Enthusiasm--interest in learning	76-77	32	0% Unacceptable	81% Acceptable	19% Outstanding
	77-78	66	2% Unacceptable	59% Acceptable	39% Outstanding
2. Please rate the assistance of the EBCE staff in preparing your organization for the students' visit.	76-77	31	3% Inadequate	58% Adequate	39% Outstanding
	77-78	65	3% Inadequate	66% Adequate	31% Outstanding
3. Do you think the students benefited from the visit?	76-77	32	0% No	67% Yes, some	33% Yes, a lot
	77-78	68	1% No	67% Yes, some	33% Yes, a lot
4. Will your organization be willing and able to continue participation in the program?	76-77	29	83% Yes	0% No	17% Not sure
	77-78	68	93% Yes	0% No	7% Not sure

As of Spring 1978, the EBCE staff maintained a list of seventy-seven (77) developed sites. During the 1977-78 school year a total of sixty (60) sites were used at least once.

Number of sites	Number of times during the school year they participated
34	1
17	2
8	3
1	4
Total 60	

In addition, nine (9) sites were taken off the potential site participation list either due to project staff dissatisfaction or site request.

SUMMARY

Perceptions, as shared by EBCE students, parents, high school teachers, counselors and administrators, and site coordinators, strongly suggest that the NA-FC EBCE program is beneficial. One specific question addressing this issue was included on instruments completed by each of these groups. Although the item was worded differently, it was designed to measure whether or not these audiences felt that the EBCE program was worthwhile for the students. The table on Page 44 shows the question as it was presented to different audiences and the resulting response.

Audience	Question	Total number responding to item	Response given (%)
student	Overall, how would you rate the EBCE program?	313	110 (35%) The best 174 (56%) Pretty good 26 (8%) Okay 3 (1%) Pretty bad 0 0% The worst
site coordinator	Do you think the students benefited from the visit?	68	1 (1%) No 45 (67%) Yes, some 22 (33%) Yes, alot
parent	Do you feel that EBCE is a worthwhile program?	129	117 (91%) Yes 5 (4%) No 6 (5%) Undecided 1 (0%) Omit
teacher	The EBCE program is beneficial to students?	108	15 (14%) Strongly agree 38 (35%) Agree 18 (17%) No opinion 17 (16%) Disagree 5 (5%) Strongly disagree 15 (14%) Omit
		618	

By aggregating all audience responses and converting the response scale to a 3-point scale, the result is as follows:

total number = 618

Audience	Total number of responses	Number of positive responses	Number of negative responses	Number of undecided/neutral or omit responses
Student	313	284	3	26
Site Coordinator	68	67	1	0
Parent	129	117	5	7
Administrators, counselors, and teachers.	108	53	22	33
Total		521	31	66
Percent of Total		84%	5%	11%

Although EBCE students did not show statistically significant gains on a paper-and-pencil test measuring career education outcomes, it appears from the student questionnaire data that EBCE assisted students in clarifying and/or identifying their occupational interests by providing experiences.

13. OTHER ACTIVITIES...STUDENT CAREER EXPERIENCES.

CAREER RESOURCE CENTERS MATERIALS AND SERVICES GENERATE THOUSANDS OF STUDENT CAREER EXPERIENCES. Documentation of all student involvement in the NAFC/EBCE program is not only beyond the capabilities of the CRC staff, but approaching a point of diminishing return. We still, however, maintain a record keeping system that will reflect student career experiences that are directly related to the services supplied by The Career Resource Center. The chart below lists materials and services supplied by the CRC and summarizes student career experiences as documented by classroom teacher reports:

CRC Materials and Services	Teacher Requests	Student Career Experiences
AV Materials	322	20,668
Books, Pamphlets, etc.	446	8,110
Classroom Speakers	31	2,012
Conference Phone	41	992
Games, Puzzles, etc.	17	1,340
Misc.Teaching Aids	210	7,723
Tours	55	2,034
TOTALS	1,122	42,929

14. STAFF EMPLOYMENT AND UTILIZATION

FIVE OF SIX STAFF MEMBERS RETURN FOR SCHOOL YEAR 1977-78. The Program Director, Resource Manager, and the three (3) Inquiry Specialists renewed their contracts for school year 1977-78. The project's Program Assistant resigned and was replaced. The complete NAFC/EBCE staff is listed on the following page.

CERTIFIED PERSONNEL

TITLE	NAME	% OF TIME COMMITMENT TO NAFC/EBCE PROJECT
Project Director	James E. Williams	100%
Program Resource Mgr.	R. Dennis Watson	100%
Career Inquiry Specialist	Patricia Heid	100%
Career Inquiry Specialist	Mimi Pate	100%
Career Inquiry Specialist	Ted Smith	100%

CLASSIFIED PERSONNEL

Program Assistant	Agatha Hartman	100%

15. STAFF DEVELOPMENT.

NAFC CAREER RESOURCE CENTER CONDUCTS 23 EBCE ORIENTATION SESSIONS. Our objective was to provide all certified personnel of the NAFC School Corporation with an EBCE information and update conference...early in the school year. This was accomplished by...

* Scheduling one meeting with the entire NAFC management team
* Scheduling one meeting with all guidance personnel in the NAFC School Corporation
* And Conducting faculty meetings at each school in the Corporation

A total of twenty-three (23) EBCE Orientation/Update sessions were conducted during this reporting period. The following charts and statements illustrate descriptive data that was generated by these sessions:

* Management Team Breakfast
  Number of participants
  Superintendents..... 5
  Building Principals..... 32
  Instructional..... 5
  TOTAL 42

  Length of session: 120 minutes
  Organizational Structure:
  See APPENDIX S for complete agenda.

* Guidance Team EBCE Conference
  Number of participants
  Superintendents 2
  Junior High Counselors.... 8
  Senior High Counselors.... 12

  TOTAL... 22

  Length of session 120 minutes
  Organizational Structure:
  Used management team agenda with minor adaptations that emphasized counselor involvement in the EBCE program.

* School Faculty Meetings.
  Number of schools: 20
  Number of sessions: 21
  Length of sessions: 45 minutes
  Organization Structure:
  Agenda included school year 1977-78 EBCE program overview with special emphasis on teacher related activities.

NAFC CAREER RESOURCE CENTER PILOTS TWO "OPERATION SEE" SESSIONS. Inspite of the one hundred fifty-five (155) staff orientation, inservice, and training sessions of school year 1976-77...teachers, counselors, and administrators still had unanswered questions about the NAFC/EBCE program. During staff interviews, conducted by New Education Directions, several wanted to know more about the EBCE activities...especially what the students were doing out in the community. Operation: Staff Exploration Experience (SEE) was designed and developed as a response to these requests. Two pilot Staff Exploration Experiences were implemented during this reporting period. See APPENDIX T and U for SEE Application Forms and Agenda.

James E. Williams

James E. Williams, Project Director

September 17, 1978
Date

APPENDIX A

N.A.F.C. PREPARATORY EXPERIENCE-BASE

OCCUPATIONAL AWARENESS

Occupational cluster investigation responsibilities have been assigned to specific grade levels. This has been done to insure that all students will have had awareness in all cluster areas by the time they have completed school. Teachers are encouraged to explore other clusters but not to the exclusion of those assigned to their grade level.

GR	Socialization Skills and Occupational Clusters	Recommended Tours Speakers & Materials	Class Projects	Rotating Occupational Packets
K	• Develop positive self image • Develop social interaction skills • Develop positive work attitudes and habits • Develop a general awareness of the world of work • Major emphasis is placed on student socialization skills with non-structured cluster study taking place as student interest dictates.	Consult CRC yellow pages directory and materials catalog for listing of related speakers and materials	**"C.E. & ME"** (Self awareness student booklets.) **Language Arts** Students with the help of teachers complete their individual booklets and file them in their CE & ME folders.	**BEGINNING CONCEPTS** **UNIT I** — Explores numbers through a farm, size through modes of transportation, colors through people's jobs, shapes through a city and textures through a variety of situations. (Also assorted filmstrips relating to specific occupations.)
1		Consult CRC yellow pages directory and materials catalog for listing of related speakers and materials	**"D-PICT"** (Dictionary of pictures) **Language Arts** As alphabet is introduced students develop individual or class cut out pictures dictionaries of a variety occupations A through [illegible]	**PEOPLE WHO WORK** **UNIT I** — Five high interest occupations are presented to help students discover how jobs can effect home life. (Also assorted filmstrips relating to specific occupations.)
2	**HEALTH** Careers related to identifying, caring for and preventing health problems **TRANSPORTATION** Careers related to movement of people and things	**Floyd Memorial Hospital** Consult CRC yellow pages directory and materials catalog for listing of related speakers and materials **McALPINE LOCKS**	**"MOD CON"** (Model construction) **Art** Students trace [illegible] paper sculptures of themselves and decorate [illegible] the appropriate attire of chosen worker	**WHAT PEOPLE DO ALL DAY** Richard Scarry's multi media kit that explores the animal workers of Busytown. (Also assorted filmstrips relating to specific occupations.)
3	**COMMUNITY SERVICES** Careers that engage in providing purchased or subsidized services **CONSTRUCTION** Careers related to building	**PUBLIC LIBRARY** Consult CRC yellow pages directory and materials catalog for listing of related speakers and materials **PROSSER HOME SITE**	**"CAREERVILLE"** (Community develop[illegible] **Social Studies** Students plan, build and simulate a mockup community during their study of the local area	**LOLLIPOP DRAGON WORLD OF WORK MODULE** A coordinated kit of games and filmstrips that demonstrate career concepts such as [illegible] dence specialization and [illegible] work. (Also assorted filmstrips relating to specific occupations.)
4	**MEDIA AND THE ARTS** Careers related to transmission of information or cultural development **HOSPITALITY RECREATION** Careers that enhance society's use of leisure time	**WLKY-TV** Consult CRC yellow pages directory and materials catalog for listing of related speakers and materials **ACTORS THEATER**	**"EPIC"** (Elementary Playhouse Infusion Capers) **Language Arts** Students plan and perform a dinner theater production for parents or other students	**BIG BLUE MARBLE** Multimedia kits for Communications and Hospitality and Recreation clusters help students learn what talents and subjects are useful in these industries. (Also assorted filmstrips relating to specific occupations.)
5	**ENVIRONMENTAL RESOURCES** Careers related to the proper use and protection of our natural surroundings. **OFFICE** Careers related to the efficient management of the business community.	**WASTE WATER TREATMENT** Consult CRC yellow pages directory and materials catalog for listing of related speakers and materials **INDIANA UNIV. S.E.**	**"A.B.C."** (Area Beautification Campaign) **Science** Students in conjunction with senior high horticultural classes and environmental camping projects participate in a local ecological activity.	**BIG BLUE MARBLE** Multimedia kits for Office and Environmental Resources clusters provide manipulative aids for increasing student occupational awareness. (Also assorted filmstrips relating to specific occupations.)
6	**PRODUCTION — MAINTENANCE** Careers that contibute to the creation of a product **MARKETING AND SALES** Careers that facilitate the development and economic movement of a product	**HILLERICH-BRADSBY** Consult CRC yellow pages directory and materials catalog for listing of related speakers and materials **SEARS ROEBUCK**	**"MEDIA SCOAP"** (Student career occupational awareness project) **Language Arts** Students prepare a slide tape presentation of a half day job exploration experience and produce and sell a product to offset film expense	**BIG BLUE MARBLE** Multimedia kits for Manufacturing or Production and Marketing clusters continue to provide stimulating hands on activities that help students gain working knowledge of these areas. (Also assorted filmstrips relating to specific occupations.)

REER EDUCATION PROGRAM (7-12)

Counselor Directed Activities			Career Resource Center Directed Activities	
Self-Awareness	**Occupational Awareness**	**Curricular Awareness**	**Staff Related Services**	**Student Related Services**
• Counselors introduce the self-awareness Roles and Goals materials and present the first unit, "Here I Am" and summary unit, "What Lies Ahead" to 7th graders. • Counselors distribute, collect, and maintain student folders.			• The CRC will provide "Roles and Goals" booklets for all 7th and 8th grade students. • The CRC will provide "Roles and Goals" teachers' manuals for all 7th and 8th grade teachers. • The CRC will provide teachers with an advance "Roles and Goals" implementation schedule. • The CRC will develop and provide traveling cluster exploration tubs and student research worksheets to be used in conjunction with subject area/cluster awareness assignment.	
• Counselors introduce the self-awareness, "Roles and Goals" materials and present the first unit, "Why Do I Do What I Do?" and summary unit "Shooting Arrows" to 8th graders. • Counselors will oversee implementation of Differential Aptitude Test and dissemination of test results to students and parents. • Counselors will help students prepare a senior high school plan of work card.			• The CRC will provide an advance cluster tub rotation schedule and will make certain that tubs are rotated and schedule is maintained. • The CRC will provide all secondary students with a career development folder that will be used to accumulate and record personalized career decision-making information, beginning in the 7th grade. • The CRC will assist in the distribution of the Differential Aptitude Test results to parents and students.	
• Counselors will help arrange and conduct pre-EBCE Cluster Questionnaire survey sessions. • Counselors will help conduct individual or small group pre-EBCE guidance sessions with active file students to assure that students are making appropriate EBCE exploration choices. • Counselors will arrange and monitor [illegible] senior high, and Prosser visitation			• The CRC will schedule and conduct the pre-EBCE Cluster Questionnaire orientation and implementation sessions. • The CRC will provide Cluster Questionnaire booklets and answer sheets.	**EXPERIENCE-BASED CAREER EDUCATION** (Group Exploration) • The CRC will conduct individual or small group pre-EBCE guidance sessions with students to assure participation and proper placement. • The CRC will recruit and develop exploration resource sites as needed to assure a wide range of student learning opportunities. • The CRC will work cooperatively with faculty members to make certain that EBCE experiences are relevant to the curriculum and necessary make-up work is accomplished. • The CRC will conduct pre- and post- exploration-guidance seminars for students. • The CRC will provide transportation and insurance for all participating group exploration EBCE students to, from and during site exploration.
• Counselors will provide guidance support to students participating in the EBCE program. • Counselors will arrange tour of Prosser Vocational Center. • Counselors will assist CRC with EBCE attendance follow-up.				
• Counsleors will continue to monitor and assist students who will be completing their small group EBCE explorations activities during their junior year. • Counselors will promote staff cooperation with and understanding of student EBCE exploration objectives and requirements.				
• Counselors will assist students eligible for the personalized investigation phase of EBCE in determining appropriate resource site selection. • Counselors will provide information and assistance concerning post high school occupational training opportunities.				(Personalized Investigation) • The CRC will work cooperatively with the community and counselors to identify and place eligible seniors in the personalized investigation phase of EBCE. • The CRC will coordinate the issuance of credit for successful completion of personalized investigation.

APPENDIX A

CAREER EDUCATION PROGRAM (K—6)

CONCEPT AWARENESS

Teachers should utilize the following materials that promote student self concept, value clarification, curriculum appreciation, and decision making skills, as scheduled or as often as time will permit.

Concept Sheets	New Rotating Packet	Student Newsprint	Educational TV	C.E. & Me Student Folders & Career Center File Box
Teachers should select one concept a week and adapt it into content lesson plans where there is logical application. As an aid to teachers, concepts are presented in an 8-step integration format.	**DUSO KIT** — (Developing understanding of self and others.) A program focusing on social and emotional growth through the use of puppetry, group discussions role playing, music, arts, etc.	**LET'S FIND OUT** Student issues encourage students to explore and participate in the world around them.	**RIPPLES** In a series of simple encounters this series leads children to an understanding of their individual positions of importance in today's world.	Students use the suggested career experience guidelines found in the student folder to record personal reactions to tours, activities and speakers prior to and after each event.
	WHO AM I/GOT TO BE ME (Self Concept Unit and Discussion Cards) Filmstrips and cassettes that help the young child understand and feel good about his or her individual uniqueness.	**"A HIGHWAY TO WORK AND PLAY"** (Getting Started) Designed to help children become aware of their self image through human activity.	**RIPPLES** In a series of simple encounters this series leads children to an understanding of their individual positions of importance in today's world.	Students use the suggested career experience guidelines found in the student folder to record personal reactions to tours, activities and speakers prior to and after each event.
	LOLLIPOP DRAGON (THE ME I CAN BE MODULE) A multimedia kit that introduces the process of valuing, decision-making, and the sense of self worth and individuality.	**"A HIGHWAY TO WORK AND PLAY"** (Moving On) Allows children to experience self concept development through social interactions.	**ALL ABOUT YOU** Explores trhe wonders of being a human being by providing an introduction to anatomy, physiology, and psychological and physical growth.	Students use the suggested career experience guidelines found in the student folder to record personal reactions to tours, activities and speakers prior to and after each event.
	[illegible]TY/IN PERSON A co[illegible] film series and puppet dr[illegible] activity kit encourages [illegible] to recognize his or her [illegible] importance.	**"A HIGHWAY TO WORK AND PLAY"** ([illegible] Together) [illegible]uderns begin to learn ways in which people work and play together.	**ALL ABOUT YOU** Explores the wonders of being a human being by providing an introduction to anatomy, physiology, and psychological and physical growth.	Students use the suggested career experience guidelines found in the student folder to record personal reactions to tours, activities and speakers prior to and after each event.
	EXPLORE UNIT II (Work and play series) Hobbies, personal interests, extra curricular school activities, part-time jobs, etc. approached as stepping stones to careers.	**"A HIGHWAY TO WORK AND PLAY"** (Changing Scenes) Children begin to understand [illegible]ging world caused by growth and environmental change.	**INSIDE/OUT** is designed to help children achieve and maintain a sense of well being by helping young children cope with social emotional and physical problems.	Students use the suggested career experience guidelines found in the student folder to record personal reactions to tours, activities and speakers prior to and after each event.
	YOU CAN BE ANYTHING/ DIMENSIONS WHO AM I (Filmstrips that encourage identification of occupational interests without regard to sex role stereotyping plus helps in developing values and goals)	**"A HIGHWAY TO WORK AND PLAY"** (Making Decisions) Students begin to synthesize knowledge, self image and community environments to meet personal work and play needs.	**BREAD AND BUTTERFLIES** An open ended series of programs that cause students to examine their own abilities and goals, and relate them to career concepts and planning.	Students use the suggested career experience guidelines found in the student folder to record personal reactions to tours, activities and speakers prior to and after each event.
	EDUCATION WHO NEEDS IT/EXPRESSING MYSELF (Filmstrip series) Shows the career relevance of the elementary curriculum and helps students communicate and make decisions.	**"A HIGHWAY TO WORK AND PLAY"** (Turning Points) Students start to match self with career and educational environments to satisfy personal needs.	**SELF INCORPORATED** A series of open ended programs dealing with life coping skills for young adolescents.	Students use the suggested career experience guidelines found in the student folder to record personal reactions to tours, activities and speakers prior to and after each event.

N.A.F.C. SECONDARY EXPERIENCE-BASED C

Teacher Directed Activities

GR	Projects	Subject Areas Involved	Related Clusters, Units & Materials
7	● **Career Cluster Tubs** — Occupational Awareness Activity Each listed subject area teacher allows at least one period for students to view cluster overview filmstrip and complete an investigative research worksheet that is filed in individual student folders maintained in homerooms.	Social Studies .... Health ..... Science ..... English..... Art.....	**Related Clusters** Transportation Health Environmental Resources Community Services Media and the Arts
	● **"Thinking Things Through"** — Humanizing Self-Awareness Activity Designated subject area teachers utilize at least two periods a year to complete two assigned units in accordance with prearranged schedule. Booklets will be maintained in student folders located in homerooms.	Science ..... Social Studies .... English..... Math.....	**"Roles and Goals" units** ● Who Am I? ● Who Do I Owe? ● Ericka's Friend ● Why Should I Care? ● The Easy Way ● Your Behavior Is You ● Things I Want vs Things I Need ● Where I Live
8	● **Career Cluster Tubs** — Occupational Awareness Activity Each listed subject area teacher allows at least one period for students to view cluster overview filmstrip and complete an investigative research worksheet that is filed in individual student folders maintained in homerooms.	Math..... Home Economics . Metal ..... Wood	**Related Clusters** Marketing Hospitality & Rec Production & Maintena Construction
	● **"Thinking Things Through"** — Humanizing Self-Awareness Activity Designated subject area teachers utilize at least two periods a year to complete two assigned units in accordance with prearranged schedule. Booklets will be maintained in student folders located in homerooms.	Social Studies .. Math.. English. Science	**oles and Goals" units** Can I Make It On My Own? ● Can It Be Love? ● Indian Chief? ● If It Feels Good, Do It ● Can I Be A Truck Driver? ● Super Star ● You Can Cry Changes In You
9	● **Career Cluster Tubs** — Occupational Awareness Activity (continued) A designated student from each class will file investigation worksheet in student folders located in counselor's office.	Business	**Related Cl** Office
	● **Game-Sim** — Subject Area Relevance Activity Teachers in the designated subject areas utilize at least one simulation from the subject related units.	English..... Math..... Science ..... Social Studies	**Game-Sim Units** Units 1, 2, 6, 9, 10 Units 7, 12, 14, 15 Units 4, 5, 8 Units 3, 11, 13 Units 2 & 6 may be piloted in 8th grade when desired.
10	● **"Why Am I Studying This?"** — Filmstrip Series Teachers in designated subject areas show appropriate filmstrip and discuss the relevance of the subject area to the working world.	English..... Math..... Social Studies .... Science	**Related Materials** "Why Am I Studying English?" "Why Am I Studying Math?" "Why Am I Studying Social Studies?" "Why Am I Studying Science?"
11	● **Operation Relevance** All 11th grade teachers utilize at least one community resource speaker or conference phone interview to demonstrate the career relevance of their subject area.	All subject areas containing grade 11 students.	**Related Materials** Consult CRC's "Yellow Page Directory of Community Resources" for a grouped listing of occupational area speakers (by cluster).
12	● **"Ready, Set, Go!"** Teachers in the designated subject areas conduct a pre-graduation survival readiness career education seminar utilizing filmstrips, films, personalized student booklets and practical real life situation activities.	Social Studies Economics Psychology	**Related Materials** Cluster overview film or filmstrip "Preparing to Live On Your Own" filmstrip series "Ready, Set, Go!" student booklets "Life Skills" filmstrip series "Adjusting To A New Way Of Life"

APPENDIX B

New Albany - Floyd County Consolidated School Corporation

Career Resource Center

506 W. Spring St.
New Albany, IN. 47150
Telephone (812) 948-8037

August 28, 1978

ELEMENTARY CAREER EDUCATION PARTICIPATION RANKING

School year 1977-78 staff participation in career education was completed as usual from data submitted by teachers on the Elementary Evaluation Forms. Total average percentage for each school was computed by adding the individual program element percentages and dividing by the number of elements considered for evaluation (11), i.e. if all teachers participated in all eleven elements, the total average school percentage would be 100%. The total corporation percentage was 34.5%

RANK	SCHOOL	TOTAL AVERAGE PERCENTAGE
1	Greenville	61.5%
2	Galena	60.5%
3	M. L. Reisz	48.7%
4	Grantline	45.4%
5	Georgetown	40.0%
6	L. Emery - Griffin	39.3%
7	Silver	34.9%
8	Fairmont	33.9%
9	Mt. Tabor	33.7%
10	Green Valley	33.1%
11	Lafayette	14.2%
12	St. Marys	13.9%
13	S. E. Jones	12.9%
14	West Spring/Pine View	11.3%
15	Slate Run	FTSF*

* Failed To Submit Forms

PROSSER TREASURE HUNT

"Ahoy Mate"! This activity will help you identify the wealth of opportunities available to you right here in your own school system. If you think you might like to sign up for a Prosser cruise once you are in high school, and if you can qualify, you can receive this special training at no extra cost. In addition, you still graduate from you home high school. Many people wait until after they graduate to take special training and wind up paying for it themselves. So Buccaneers, keep a sharp look out. You might find a treasure that will not only save you real money later on but will help you earn a good living too.

DIRECTIONS

1. As you explore each training area at Prosser Island, place a small circle around the X on the map. The training areas are arranged in alphabetical order along the Treasure Trail. (The Prosser Island sign points to where the A's begin.)

2. Also write in one of the following subject areas that you are now taking in school. Write the one that you think would help you most if later you were to sign up for that training area at Prosser.

1. Reading	6. Art
2. Math	7. Social Studies
3. Science	8. Music
4. Spelling	9. Health
5. Writing	10. Physical Education

(Ask you trail guide for suggestions)

3. After having visited all the training areas on Prosser Island, mark a large check (√) where you think your personal treasure might be. (The training area you liked best.)

4. Stash this treasure map in your CE & ME Folders back in your class room when you return to the safety of your school.

Ye Olde Treasure Map

APPENDIX D

CLUSTER INVESTIGATION WORKSHEET

Your Name	Subject Area	School	Homeroom No.
_____	_____	_____	_____

I. THE CLUSTERS

Over 30,000 different types of jobs have been identified and recorded. Your Career Resource Center has developed a clustering system that will combine these occupations into related job clusters. The clusters are listed below. Please check the cluster you are investigating.

[ ] Community Services
[ ] Construction
[ ] Environmental Resources
[ ] Health
[ ] Hospitality and Recreation
[ ] Marketing and Sales
[ ] Media and the Arts
[ ] Office
[ ] Production and Maintenance
[ ] Transportation

II. THE OCCUPATION

A. List four (4) occupations that are found in the cluster that you are investigating.

1. _____ 3. _____

2. _____ 4. _____

B. Choose one (1) of the above occupations and complete the information called for below. You may want to repeat this study for other occupations in which you are interested.

1. Name or title of occupation: _____

2. Description of the occupation (duties, operations performed, tools and machines used, etc.): _____

_____

_____

C. Employment Opportunities

1. Most of the people working in this occupation are men _____ women _____ .

2. Why do you think this is so? _____

3. Do you think both men and women should be allowed to try this job? _____

D. Earnings, hours, working conditions

1. Average earnings per year _____

2. Average hours worked per week _____

3. Working conditions (outside, inside; duty pleasant, seasonal, etc.) _____

_____

_____

Over

III. THE WORKER

A. Imagine you are an employer hiring a person to fill a position in this occupation. What will you look for in an employee in terms of education, skills, abilities, and personality?

_____

_____

1. School subjects most important in preparation for this occupation. (English, math, science, drafting, etc.)

_____

_____

2. Other school activities that might be helpful. (clubs, sports, etc.)

_____

3. Highest level of education that is necessary to enter this occupation.

_____

4. Personal qualifications: Physical strengths _____

Personal traits (such as ability to work with others, dependable, etc.)

_____

B. If you were hired for this position, what would you like most and least about the job? (travel, ability to make decisions, working with certain equipment, inside work, outside work, etc.)

1. Most _____

_____

2. Least _____

_____

C. Check which type of packet material was most helpful to you on the project.

[ ] filmstrip
[ ] cassette
[ ] poster
[ ] comic books
[ ] magazine
[ ] pamphlet
[ ] "Occupational Briefs"
[ ] OUTLOOK HANDBOOK

APPENDIX E

New Albany - Floyd County Consolidated School Corporation

Career Resource Center

1825 Beeler Street
New Albany, IN 47150
Telephone (812) 948-8037

TO: Eighth Grade Parents

FROM: Martha Lopp, Counselor
Hazelwood Junior High School

James E. Williams
Instructional Assist. Career Education

SUBJECT: Differential Aptitude Test (DAT)

Dear Parents:

As a part of the career education program of the N.A.F.C. schools, your eighth grade student was recently given the Differential Aptitude Test. This test is designed to give the student, his parents, and his counselor information about eight of the student's abilities important in school and work. A ninth score indicates the student's general scholastic aptitude.

Results of this test are recorded on the enclosed "Career Planning Report." Separate reports were written for each student, taking into account the student's school achievement, educational plans, school subject preferences and occupation group preferences. The class standing reported in the printout was not determined by school officials but by each student's own evaluation of himself/herself.

Since group tests are never completely accurate this report is meant to be a guide for future planning. Each student has reviewed the report at school with a counselor. May we suggest that you discuss this report with your son or daughter. If you have any questions, you are invited to call the school and arrange for an appointment to talk with the school counselor.

Although this report indicates occupational areas for each student to investigate, it is not by any means intended to be all-inclusive. We look forward to your cooperation in helping your son or daughter build his/her future logically and realistically.

LP

Enclosure – Printout
Parent Response Slip

APPENDIX F

cluster questionnaire

The Cluster Questionnaire is designed to help you with your educational and vocational plans. To be successful in our careers, we must be happy and interested in our work.

There are over 30,000 career possibilities in our technological society. It would be impossible to investigate all opportunities. The Cluster Questionnaire can help you narrow these possibilities into career clusters and job families.

You will be permitted three career investigation experiences during your sophomore and junior years of high school. The questionnaire will help you choose the three clusters and job families you wish to study.

DO NOT WRITE IN THIS BOOKLET

PART I

DIRECTIONS: This questionnaire will in no way affect your grades . . . but please – carefully read and check each statement. If you think you would **LIKE** to do this kind of activity – make a check mark under **YES** on your answer sheet. If you **DON'T** like the activity – make a check mark under **NO** on your answer sheet.

Please mark only **ONE** check per activity. If you have any problem reading something – raise your hand for help.

COMMUNITY SERVICES

There is an extremely wide range of public service jobs open to the average individual: federal and state civil service jobs, occupations serving the public at a local level, and opportunities in the Armed Forces. Social service occupations, careers in government, positions in law and justice, as well as those job families listed below, fall under this heading.

Social workers, teachers, lawyers, and government workers need formal education, often in addition to college. However, many positions in fire, police protection, postal service, and the Armed Forces require only specialized training. Jobs in this cluster usually are stable, offer insurance programs and other benefits, and pay average salaries.

JOB FAMILY: FIRE PROTECTION

1. cite violations of fire code
2. recommend safety improvements
3. operate truck, ladder, and pump equipment
4. investigate fire accidents and suspected arson
5. operate ambulance service; provide first-aid

JOB FAMILY: POLICE PROTECTION

1. assist at scene of accidents
2. investigate crimes and citizen complaints
3. educate public in crime prevention
4. investigate narcotics violations
5. use fingerprinting and comparison equipment

JOB FAMILY: POSTAL SERVICE

1. sell stamps and money orders
2. weigh and stamp parcel post
3. set postage meters
4. case mail, sort, and deliver into boxes
5. deliver packages and mail throughout the city

JOB FAMILY: SOCIAL SERVICES

1. counsel and train disadvantaged adults
2. assist unemployed in finding jobs
3. use tests to learn about client interest, abilities, and limitations
4. provide advice and assistance to senior citizens and Red Cross clients
5. keep records and prepare reports

JOB FAMILY: FAMILY SERVICES

1. give instruction in crafts, games and other activities
2. conduct activities and day care for young children
3. care for and comfort nursing home patients
4. conduct recreational activities to aid recovery or adjustment to illness disabilities
5. keep records and prepare reports

JOB FAMILY: EDUCATION

1. teach in elementary or secondary school
2. administer special programs or direct operation of a school
3. monitor lunchroom, physical education, or study hall
4. tutor students and assist teacher in educational programs
5. assist therapist with training programs for mentally retarded or handicapped

JOB FAMILY: ARMED FORCES

investigate careers in military; most civilian jobs also available in Armed Services

CONSTRUCTION

If you like to design and draw plans for buildings; if you enjoy building, fixing, installing, repairing, painting, and working outdoors; if you like to work with your hands, the construction cluster may hold a job for you. Although many construction occupations are relatively high-pay, many of these jobs are also seasonal or very dependent on the weather. If job security is important to you, this may be an important factor to consider. Occupations in this field, as well as training and apprenticeship programs, are now open to women as well as men.

JOB FAMILY: ARCHITECTURAL AND ENGINEERING ACTIVITIES

1. work at a drawing board . . . preparing drawings from rough sketches
2. calculate strength, quality, quantity and costs of materials
3. use engineering handbooks, tables, and calculators to solve technical problems
4. prepare detailed working drawings requiring a high degree of accuracy
5. explain, sell and coordinate building projects with clients

JOB FAMILY: HEAVY CONSTRUCTION

1. repair and construct steel structures
2. use welding equipment to secure and fasten metal
3. use or operate heavy equipment
4. lift and carry heavy objects
5. read and interpret blueprints

JOB FAMILY: LIGHT CONSTRUCTION

1. repair and construct wooden structures
2. hang and finish drywalls
3. use light equipment (trucks, tractors, graders)
4. work outside and with hands
5. read and interpret blueprints

JOB FAMILY: GENERAL CONSTRUCTION

1. paint interior and exterior surfaces
2. install, maintain, and repair heating and plumbing systems
3. wire residential and commercial structures
4. lay brick and other masonary materials
5. install roofing, insulation, cabinets, paneling, etc.

ENVIRONMENTAL RESOURCES

This cluster involves agri-business, natural resources, and environment. If you enjoy working out-of-doors; if you are interested in growing plants, farming, forestry, or production of animals for food; if you want to consider protection, management and development of forests, fisheries, lakes, or wildlife; if you would enjoy working with plants; if you have an interest in biology, chemistry, animal husbandry, botany, or protection of the environment, you may wish to explore these cluster areas.

JOB FAMILY: FORESTRY

1. plant and prune trees
2. develop camp and recreational areas in public lands
3. analyze soil for best land use
4. prevent and fight fires on public forest land
5. maintain and improve timber stand

JOB FAMILY: FARMING/DAIRY

1. raise food crops
2. operate a dairy
3. care for animals and machinery
4. feed and prepare cattle for market
5. process and butcher cattle for food sales

JOB FAMILY: NURSERY/LANDSCAPE

1. grow trees and shrubs for sale to customers
2. lay sod; deliver and transplant bushes and trees
3. advise clients on lawn and garden care and maintenance
4. arrange potted plants, floral displays, and plant arrangements for sale
5. grow, fertilize, and care for flowers and house plants for display or sale

JOB FAMILY: WATER SANITATION

1. take samples of water from streams, rivers, and sewers
2. make chemical tests with water samples
3. supervise water sanitation operation
4. check sanitation stations throughout the city
5. fill out lab reports

HEALTH

Health occupations offer a wide range of jobs from the most highly trained and complex medical operations to relatively unskilled positions. All jobs require an interest in health, a high degree of ability to concentrate, and some training in biology and chemistry. An individual must have patience, must enjoy helping others, and expect to work long hours, often on holidays or weekends. Technician jobs, in both medicine and dentistry, are increasing, and many jobs require the use of sophisticated machinery: X-ray, lab equipment, nuclear scanning machines, and other types of instruments for monitoring patient health. Expect to take further training for any occupation in this rewarding field.

JOB FAMILY: HEALTH TECHNICIAN/NURSING

1. test blood and urine samples; measure brain waves
2. plan menus; supervise preparation and order food
3. dispense medicine
4. provide exercise for patients in therapy
5. provide care and comfort for patients

JOB FAMILY: DENTAL

1. examine, clean, polish, pull, and fill teeth
2. educate patients in proper dental care
3. develop and interpret X-rays
4. assist dentist in dental care and procedures
5. manufacture dentures (false teeth) etc., using specifications from dentists

JOB FAMILY: MENTAL

1. work with handicapped and retarded persons
2. assist in carrying out mental health programs
3. organize and carry out physical and recreational treatment programs
4. advise and counsel individuals with emotional problems, such as alcoholism, drugs, or family related
5. advise families on care of retarded or handicapped

JOB FAMILY: VETERINARY MEDICINE

1. care for large and small animals
2. plan diets; feed and other care for zoo animals
3. dispense and prescribe medicine for animals
4. counsel and advise individuals in proper animal care
5. work with government agencies in developing programs

HOSPITALITY AND RECREATION

Careers involving leisure time activities as well as those in the hotel-motel field, restaurants, and convention planning fall into the Hospitality and Recreation Cluster. If you enjoy dealing with people, don't mind working long hours, are able to work under pressures of time, or if you can teach a leisure sports skill, a job in this cluster may be for you. Types of jobs range from totally unskilled labor to complex management requirements.

JOB FAMILY: HOTEL/MOTEL

1. take reservations; check guests in and out
2. prepare rooms for guests
3. maintain lobby and recreation areas
4. provide room service and other courtesies to guests
5. operate switchboard

JOB FAMILY: SPORTS/RECREATION/SPA FACILITIES

1. schedule and plan league and individual sports
2. maintain and repair facilities
3. conduct classes in leisure sports
4. demonstrate proper use of sports and exercise equipment
5. operate health spa

JOB FAMILY: CONVENTION PLANNING

1. sell facilities to interested organizations
2. plan and schedule events
3. organize arrangements for each function
4. maintain files; handle correspondence
5. plan advertising and sales promotions

JOB FAMILY: PUBLIC RECREATION

1. design and direct maintenance of park and playground
2. arrange summer instructional programs and leagues
3. devise recreational programs for children and adults
4. schedule sports facilities (tennis and softball courts)
5. maintain sports equipment

JOB FAMILY: FOOD AND BEVERAGE

1. purchase and inventory food supplies
2. take orders and serve food to customers
3. prepare and cook food
4. prepare menus for restaurant and banquets
5. bus tables, wash dishes, and maintain restaurant area

MARKETING AND SALES

If you enjoy greeting and talking with people, working with a cash register, handling money and exchanges, and inventorying stocks; if you are accurate and reliable, retail sales may interest you. Most of this work requires long periods of standing and walking. Employment requirements are an interest in sales work, a pleasant personality, a neat appearance, and the ability to communicate clearly. The marketing and sales field offers opportunities for advancement in management for an individual who can handle responsibility or who furthers his education in marketing, advertising, accounting, or business management.

JOB FAMILY: SALESWORKER

1. work at a cash register
2. sell merchandise
3. stock and arrange merchandise attractively
4. make out charge slips, take money, and give change
5. wrap and bag packages

JOB FAMILY: MANAGEMENT

1. supervise salesworkers
2. hire people for work
3. supervise inventory and stock
4. maintain and direct work production in a department
5. take responsibility for handling problems that arise

JOB FAMILY: PURCHASING

1. observe factory fashion shows for purchases
2. design new fashions
3. select merchandise that is in demand for sale
4. control the number of selections you order
5. maintain accurate inventory of stock

JOB FAMILY: ADVERTISING AND MERCHANDISING

1. prepare layout for newspaper ad
2. design window and counter displays
3. plan shows to display merchandise
4. create sales slogans and other promotional aids
5. work with media (TV and radio) for advertisements

MEDIA AND THE ARTS

Media and the Arts is a cluster involving all the various communication fields, not only through media like TV news, radio, newspapers, and telephone, but also visual: posters, graphics, and photography. Performing arts, like theater and production of local television programs and commercials, are part of this cluster. All of these fields are very competitive, and success requires further education, skills, talent, and dedication. Hours are often long or irregular. Some jobs require technical ability and training (in broadcasting and telephone, for example); in others, language skills are most important. Competition is high, and job futures are not secure. Yet, this cluster offers much satisfaction for a dedicated, talented hard worker.

JOB FAMILY: NEWSPAPER JOURNALISM

1. take notes or use recording devices to collect facts
2. write or transcribe stories from telephoned or news wire information
3. interview people; attend news and sports events
4. write headlines; lay out stories on page
5. take pictures for news story

JOB FAMILY: RADIO AND TV

1. introduce recorded music; present commercials
2. write script for local programs
3. operate control board, cameras, and equipment
4. photograph news, edit, and cut film
5. assist in producing commercials

JOB FAMILY: TELEPHONE COMMUNICATION

1. connect and disconnect wires from lines to central office equipment
2. use power equipment to dig holes and set telephone poles
3. install equipment in homes and offices
4. dial calls for customers
5. handle customer complaints and questions

JOB FAMILY: DESIGN

1. prepare sketches of interiors
2. select colors, furniture, draperies, and decorations for interiors
3. work as professional photographer
4. frame prints, painting, and photographs
5. develop graphics and designs for posters, billboards, and brochures

JOB FAMILY: THEATER

1. design, build, and paint sets
2. design and sew costumes
3. act in theater productions
4. direct play or TV production
5. operate lighting, sound, and technical equipment

JOB FAMILY: MUSIC

1. work in music store
2. teach elementary music classes
3. tune pianos
4. play in an orchestra or band
5. perform in a musical skit

OFFICE

This cluster involves clerical work, processing forms, billing accounts, and in general, dealing with all the documents related to a business. If you prefer indoor work; if you are organized and careful; if you enjoy following a planned routine; and if you can accept direction from others, you may enjoy jobs in this cluster. A person should enjoy working with details and have good powers of concentration. Good spelling, punctuation, and grammar are also essential. Operation of business machines, data processing equipment, and computers is becoming more important in this field; further training in this is often helpful in securing a job.

JOB FAMILY: SECRETARIAL

1. type letters from shorthand notes
2. operate office machines
3. type from tape recorded information
4. file or inventory materials
5. answer the telephone and take messages

JOB FAMILY: ACCOUNTING

1. write numbers on lined ledgers
2. prepare financial reports
3. fill out tax forms
4. make up budgets
5. handle billing and money received on accounts

JOB FAMILY: DATA PROCESSING AND COMPUTER

1. use machines to punch holes in cards to show information
2. give commands to computer
3. make sure computer is loaded correctly
4. watch equipment and respond to signals
5. read information from computer printouts

JOB FAMILY: PERSONNEL

1. interview and hire applicants to fill jobs
2. counsel and possibly fire employees
3. plan training programs for employees
4. solve problems and arguments within the business
5. plan tours and presentations for the business

JOB FAMILY: BANKING

1. receive and exchange money
2. work with Master Charge, loans, checking, and savings accounts
3. work as a teller
4. sort checks according to account numbers
5. greet and talk with customers about bank services

PRODUCTION AND MAINTENANCE

If you enjoy following a routine, like to work with your hands, do not wish to make decisions or take responsibilit, to any great degree, many jobs in the Manufacturing Cluster are open to you. With additional training of various typ., many semi-skilled and skilled trades are also available in manufacturing. Men and women both are finding a variety of occupations open to them in this area. Some are listed below.

JOB FAMILY: FOUNDRY

1. make patterns and molds for parts
2. use various mechanical and electrical devices and machines
3. work with very hot molten metal
4. mold and inspect casting
5. supervise workers in foundries

JOB FAMILY: MACHINING

1. make dies used in punch press and forge operations
2. make cutting and fixture tools
3. design, cut, and finish metal instruments
4. set up and adjust machines for proper use
5. use precision measuring instruments

JOB FAMILY: PRINTING

1. operate type setting and off-set print machines
2. make rubber, plastic, and metal printing plates
3. operate a large camera that photographs material to make lithographic plates
4. use chemicals, dyes, and special tools to make corrections of lithographic negatives
5. paste film, prints of type, pictures, and other art work on layout sheets

JOB FAMILY: REPAIR

1. set up, operate, and repair TV's, radios, tapes, and other stereo and elctrical equipment
2. assemple or repair small appliances
3. service and repair automobiles, trucks, boats, and motorcycles
4. inventory and stock tools, parts, and other equipment for all types of repair work
5. perform general service calls

JOB FAMILY: ASSEMBLY

1. supervise workers for efficiency
2. assemble parts by hand and machine
3. inspect parts for proper construction and assembly
4. work with unfinished parts or products
5. work at the same task for long periods

TRANSPORTATION

If you are a person who likes travel, is not easily bored by monotony; if you can operate or repair vehicles; if you would like to inventory, handle, or load baggage and freight, transportation offers a wide range of career opportunities. Although this field has many kinds of jobs, most employees drive trucks and buses, service airlines, operate trucks and ships, and keep this equipment in good working order. Employees who provide services for customers, such as flight attendants and reservation agents, account for other transportation jobs.

JOB FAMILY: AIR TRANSPORT

1. keep track of positions of planes
2. communicate with pilots by radio
3. make repairs; maintain aircraft
4. coordinate flight schedules
5. sell tickets and reserve seats

JOB FAMILY: RAIL TRANSPORT

1. set out signals and warning lights
2. couple, uncouple, and switch cars
3. handle business transactions, trace shipments, collect bills, and adjust claims
4. operate locomotives
5. construct and install new signals

JOB FAMILY: BUS TRANSPORT

1. maintain vehicles; repair diesel engines
2. learn procedures and skills drivers need
3. operate buses within or between cities
4. sell tickets, reserve seats, give information about routes and rates
5. load, supervise loading of baggage or freight

JOB FAMILY: TRUCK TRANSPORT

1. pick up and deliver goods
2. load and unload freight
3. check goods against shipping papers
4. prepare receipts
5. know and follow commercial driving regulations and good driving practices

JOB FAMILY: RIVER TRANSPORT

1. work on a barge
2. load and unload freight
3. work on a barge service station
4. observe water level conditions
5. maintain and operate lock and dam system

PART II

DIRECTIONS:

1. Count "YES" answers in each job family; record totals on answer sheet.
2. Mark a large "X" through the six (6) job families that received the highest total of "YES" responses. Record your top six (6) job families on the answer sheet.
3. Now . . . select your first, second and third choice of job families. Record your choices and indicate the clusters on the answer sheet.

CLUSTER QUESTIONNAIRE

NAME _____ SCHOOL _____
LAST FIRST

ADDRESS _____ PHONE _____

PART I

COMMUNITY SERVICES	CONSTRUCTION	ENVIRONMENTAL RESOURCES	HEALTH	HOSPITALITY & RECREATION
YES NO **Fire Protection** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	YES NO **Architectural and Engineering Act.** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	YES NO **Forestry** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	YES NO **Health Technician Nursing** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	YES NO **Hotel/Motel** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____
Police Protection 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	**Heavy Construction** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	**Farming/Dairy** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	**Dental** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	**Sports/Rec./Spa Facilities** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____
Postal Service 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	**Light Construction** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	**Nursery/Landscape** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	**Mental** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	**Convention Planning** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____
Social Services 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	**General Construction** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	**Water Sanitation** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	**Veterinary Medicine** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	**Public Recreation** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____
Family Services 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	**Food & Beverage** 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____
Education 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____
Armed Forces 1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____	1. ____ ____ 2. ____ ____ 3. ____ ____ 4. ____ ____ 5. ____ ____ Total ____ ____

OVER

MARKETING & SALES	MEDIA & THE ARTS	OFFICE	PRODUCTION & MAINTENANCE	TRANSPORTATION
YES NO	YES NO	YES NO	YES NO	YES NO
Salesworker	**Newspaper Journalism**	**Secretarial**	**Foundry**	**Air Transport**
1. ____ ____	1. ____ ____	1. ____ ____	1. ____ ____	1. ____ ____
2. ____ ____	2. ____ ____	2. ____ ____	2. ____ ____	2. ____ ____
3. ____ ____	3. ____ ____	3. ____ ____	3. ____ ____	3. ____ ____
4. ____ ____	4. ____ ____	4. ____ ____	4. ____ ____	4. ____ ____
5. ____ ____	5. ____ ____	5. ____ ____	5. ____ ____	5. ____ ____
Total____ ____	Total____ ____	Total____ ____	Total____ ____	Total____ ____
Management	**Radio & TV**	**Accounting**	**Machining**	**Rail Transport**
1. ____ ____	1. ____ ____	1. ____ ____	1. ____ ____	1. ____ ____
2. ____ ____	2. ____ ____	2. ____ ____	2. ____ ____	2. ____ ____
3. ____ ____	3. ____ ____	3. ____ ____	3. ____ ____	3. ____ ____
4. ____ ____	4. ____ ____	4. ____ ____	4. ____ ____	4. ____ ____
5. ____ ____	5. ____ ____	5. ____ ____	5. ____ ____	5. ____ ____
Total____ ____	Total____ ____	Total____ ____	Total____ ____	Total____ ____
Purchasing	**Telephone Communication**	**Data Processing & Computer**	**Printing**	**Bus Transport**
1. ____ ____	1. ____ ____	1. ____ ____	1. ____ ____	1. ____ ____
2. ____ ____	2. ____ ____	2. ____ ____	2. ____ ____	2. ____ ____
3. ____ ____	3. ____ ____	3. ____ ____	3. ____ ____	3. ____ ____
4. ____ ____	4. ____ ____	4. ____ ____	4. ____ ____	4. ____ ____
5. ____ ____	5. ____ ____	5. ____ ____	5. ____ ____	5. ____ ____
Total____ ____	Total____ ____	Total____ ____	Total____ ____	Total____ ____
Advertising & Merchandising	**Design**	**Personnel**	**Job Repair**	**Truck Transport**
1. ____ ____	1. ____ ____	1. ____ ____	1. ____ ____	1. ____ ____
2. ____ ____	2. ____ ____	2. ____ ____	2. ____ ____	2. ____ ____
3. ____ ____	3. ____ ____	3. ____ ____	3. ____ ____	3. ____ ____
4. ____ ____	4. ____ ____	4. ____ ____	4. ____ ____	4. ____ ____
5. ____ ____	5. ____ ____	5. ____ ____	5. ____ ____	5. ____ ____
Total____ ____	Total____ ____	Total____ ____	Total____ ____	Total____ ____
	Theater	**Banking**	**Assembly**	**River Transport**
1. ____ ____	1. ____ ____	1. ____ ____	1. ____ ____	1. ____ ____
2. ____ ____	2. ____ ____	2. ____ ____	2. ____ ____	2. ____ ____
3. ____ ____	3. ____ ____	3. ____ ____	3. ____ ____	3. ____ ____
4. ____ ____	4. ____ ____	4. ____ ____	4. ____ ____	4. ____ ____
5. ____ ____	5. ____ ____	5. ____ ____	5. ____ ____	5. ____ ____
Total____ ____	Total____ ____	Total____ ____	Total____ ____	Total____ ____
	Music			
1. ____ ____	1. ____ ____	1. ____ ____	1. ____ ____	1. ____ ____
2. ____ ____	2. ____ ____	2. ____ ____	2. ____ ____	2. ____ ____
3. ____ ____	3. ____ ____	3. ____ ____	3. ____ ____	3. ____ ____
4. ____ ____	4. ____ ____	4. ____ ____	4. ____ ____	4. ____ ____
5. ____ ____	5. ____ ____	5. ____ ____	5. ____ ____	5. ____ ____
Total____ ____	Total____ ____	Total____ ____	Total____ ____	Total____ ____
1. ____ ____	1. ____ ____	1. ____ ____	1. ____ ____	1. ____ ____
2. ____ ____	2. ____ ____	2. ____ ____	2. ____ ____	2. ____ ____
3. ____ ____	3. ____ ____	3. ____ ____	3. ____ ____	3. ____ ____
4. ____ ____	4. ____ ____	4. ____ ____	4. ____ ____	4. ____ ____
5. ____ ____	5. ____ ____	5. ____ ____	5. ____ ____	5. ____ ____
Total____ ____	Total____ ____	Total____ ____	Total____ ____	Total____ ____

PART II

List your top six Job Familes (with the most "YES" answers).

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

Now, select the three Job Families you wish to explore and indicate the Cluster.

Job Family	Cluster
1. _____	_____
2. _____	_____
3. _____	_____

Do you plan to participate in the EBCE Program next year? YES _____ NO _____

APPENDIX G

PERSONALIZED INVESTIGATION IMPLEMENTATION OUTLINE

BEFORE

I. STUDENT ELIGIBILITY

A. A voluntary program open to seniors that have completed at least two EBCE explorations.
B. Mid-term graduates will be given first consideration.
C. Class standing will be determined by the number of credits a student has earned.

II. STUDENT RECRUITMENT

A. Eligible students have been determined.
B. Meet with administrators of each school to acquaint them with the program. Set date for orientation of eligible students at each school.
C. Notify eligible students of orientation.
   1. letter to home
   2. announcement on PA system at school
   3. personal interview with each student
D. Make presentation to eligible students in each school
   1. Explain how the program will work
   2. Distribute application or student interest survey froms after presentation.
E. Have interview with interested students (that returned application or survey) to get more details, answer questions, and give information.
   1. May be done immediately after presentation.
   2. May be done as student returns forms.

III. STUDENT SELECTION

A. Complete recruitment procedure.
B. Review application with cumulative reocrd to determine student's interests, ability, and potential.
C. Select desired number of students for each quarter. (approximately 10-15).
D. Notify students & parents of selection and possibly rejections.
E. Record student data and establish file for the student.
F. Determine site needs (at least for the first quarter).
G. Determine schedule of academic classes needed for fall. (Will involve working with the counselor to see what classes the student has signed up for next fall).
H. Set up an appointment for an interview with the student and parent for early fall. (Before school starts in August) <u>This will be the first guidance session</u>.

IV. SITE RECRUITMENT

A. Complete selection procedure to determine site needs.

B. Identify employers whose sites are available.
C. Establish a meeting with employer to present program and objectives.
D. After agreeing to co-operate:
   1. Set up learning objectives
   2. Discuss and develop project activities that relate to the site.
   3. Discuss evaluation procedure
   4. Discuss student progress form
E. Set up interview techniques for students and possible dates for interview and application. Obtain a copy of their application form.
F. Develop a packet of materials for site coordinator.
   1. Information concerning the students he will interview.
   2. Brochure
   3. Evaluation form
   4. Student progress report form
   5. Project requirements and activities that relate to the site.
* G. Second guidance session with student to discuss interview techniques, application for employment form, hours, transportation, rules & regulations, project requirements.
   *MAY USE READY-SET-GO FOR THIS GROUP SESSION

V. GENERALIZED PROJECT SECTION

A. Group session with students that will be placed during second quarter.
   1. Should be in early fall.
   2. Discuss generalized project requirements: set up record-keeping process for students to record their progress and make timelines for completing this section of the project.
B. Individualized section of student project.
   1. Discuss requirements
   2. Start movement toward developing a personalized project.
   3. Set timeline for next session to discuss & outline personalized project. (Approximately two weeks after investigation begins the students should have some idea of their role at the site. With this insight the students can develop a personalized project to be completed at the site with assistance and approval of the site coordinator and resource person.)

**At this point three guidance sessions have been conducted--one includes parents.

AFTER

VI. INVESTIGATION

A. Set up orientation session with site and student.
   1. Make arrangements for students to meet co-workers and understand completely what is expected of them at the site.
B. Monitor students at site to determine progress of both student and site.
C. Meet with coordinator to determine if student is working out.

VII. PERSONALIZED PROJECT (4th guidance session)

A. Meet with student to develop individualized section of the project.
B. Determine student material needs such as camera, film, etc:
C. Projects will be in form of workbook or scrapbook.

VIII. COUNSELING SESSIONS

A. Meet with students to discuss progress, problems, and any new developments.
B. May want to run a group on such topics as:
   1. Sucess on the job
   2. Developing communication skills
   3. Self-awareness
   4. Decision making by problem solving process
      a. Students might be permitted to sign up for a group to meet in classromm situations.
      b. Students may decide (or I may decide) to meet individually.
         1. Student potential and interest should determine if session is in group or individual form.
         2. Slower students usually need one-to-one.
C. All students will receive a minimum of 12 hours in guidance and counseling.
   1. Guidance sessions usually last about an hour.
   2. Counseling sessions may last from two-three hours each (especially a group)

IX. EVALUATION - FINALIZATION

A. Meet with site coordinator to evaluate student progress and completion of project.
   1. May also use this time to determine is this site would be willing to take another student in the future.
   2. Determine if site was successful enough to want to run again.
B. Meet with student to determine if student is meeting time lines set for completion of project.

1. If student cannot meet timeline - set another appointment time to help student develop more realistic goals. (either project or time)

C. Have project evaluated by designated teacher.

D. Meet with students to evaluate the investigation
   1. What was accomplished
   2. How successful
   3. Help develop future goals.

APPENDIX H

1978 SUMMER SCHOOL PILOT
PERSONAL INVESTIGATION PROGRAM

The pilot was originally set up for six students. However, two of the students received salaried jobs and were unable to participate. The pilot program then consisted of four female students.

RUTH WISEMAN: Floyd Co. Memorial Hospital, working with physical therapist: Dr. Schaumberg.

Ruth scheduled her work load as six hours each Wednesday and Friday starting June 7 and ending July 21. Ruth did continue to work on her own through August.

Since Ruth could not report or develop such technical activities for patients-- her work was confidential-- she developed a poster showing a photograph of the machines she used and what their function was.

Ruth gained valuable knowledge with Dr. Schaumberg and plans to continue training at Ball State University in physical therapy.

LORRI BERKLEY: John G. Brinkworth, Consulting Engineer. Lorri's main interest was drafting and she preferred indoor work rather than field surveying. She was assigned to the head draftsman and assisted him in his duties.

Lorri worked every day 8:00am - 12:00 noon starting June 6 through July 20. Lorri's project consisted of a plot design or layout for an apartment complex. She and Teresa worked together on this project.

Lorri plans to continue in drafting and did get a part ime job with Brinkworths.

TERESA MULLINS: John Brinkworth, Consulting Engineer. Teresa was assigned to David Brinkworth, Field Chief, to assist him in any and all field operations. Teresa was alergic to bee sting and had to carry medication.

Teresa's schedule was 8:00am - 12:00 noon each day starting June 6 through July 14. She finished early because of a scheduled eye surgery.

Teresa's project was highly specialized. She did the surveying for the plot for the apartment complex drawn up by Lorri for her project. The field chief felt very confident and allowed Teresa to use most of his instruments.

Teresa has problems with her eyes, she does not have any tear ducts. She found that even though surveying was her main interest it would be very difficult for her because of the strain on the eyes. She found that the job required very good eye sight and depth perception. Much of the work is done solely by sight.

LESLIE ROBB: S. Ellen Jones, Elementary School. Beth Peterson, site co-ordinator, kindergarten teacher.

Lwslie was interested in working with special education students as well as kindergarten so summer school placement was perfect for her. Leslie was assigned four regular students which she worked with daily through reading, writing, and math. While these students are resting, Leslie would work with the special education class assisting the teacher with individualized instruction.

Leslie kept a book of lesson plans that she developed for the four students. Included in the notebook are progress reports of the students. Mrs. Peterson was especially happy with Leslie's work.

Leslie worked every day from 7:30 - 12:30 starting June 5 through July 28.

Leslie plans to go to college and receive a degree in elementary education with a kindergarten endoorsement.

APPENDIX I-1

OCCUPATIONAL AND ADULT EDUCATION - REGION V

BRIEF REPORT ON ACTIVITIES

NAME OF PERSON REPORTING:

Daryl E. Nichols

DATE, TIME AND PLACE OF ACTIVITY:

May 15-16, 1978; New Albany, Indiana.

1. Title and Brief Description of Activity:

Site visit of Part D (EBCE) Project, New Albany, Indiana. Individuals in attendance to this activity included:

Project Director, Mr. James Williams, and staff members: Dennis Watson, Pat Heid, Mimi Pate, and Ted Smith. Also, Ed Hornback of State Board Staff, Dianne Richards of New Directions, Inc. (Third Part Evaluator), and Charles Fields, Assistant Superintendent for Vocational and Continuing Education.

2. Objectives of the Activity:

To review the Part D (EBCE) Project as funded under a USOE Grant and to determine recommendations to be made for the continuation of the project into its final year of funding.

3. Accomplishments:

On basis of information gathered from this site visit it is recommended that this grant be continued into a third and final year of funding.

4. Other Remarks and Comments:

(a) Inasmuch as 1978-79 school year will see the graduation of its first students served through this grant, it is recommended that a plan be developed whereby the project staff will follow-up the placement of all students upon completion of the program, and if feasible, one year later. Such information should be used as a guide to the improvement of this educational program.

(b) It is recommended that a committee be named which can appropriately represent business, industry, labor organizations, government, the professions, parents and students. Each individual named to the committee must be well acquainted with the objectives and operation of this project. The purpose of this committee would be to advise upon policies relative to administration of the program and important to the improvement and continuation of the work of this project.

(c) It is the intent of this project to enable students to gather information, data, and to participate in experiences important to making a realistic career decision. As students make this decision, whether at the 9th, 10th, 11th, or 12th grade level, it is important that each student be able to arrange an educational program which supports that student's career choice. It is recommended that a review be made of the total course offerings at the secondary level. This review should result in an assurance that all students will have available to them those courses and skill development experiences necessary to prepare for employment into a chosen occupation or able to pursue courses important to the preparation for advanced study in their selected career.

(d) Inasmuch as the 1978-79 school year will be the final year of this grant, it is recommended that the Board of Education give consideration to the financial commitment it will make to support the continuation of the activities and objectives which merits continuance following the completion of this grant.

(e) It is recommended that contact be made with the local branch of Indiana Vocational Technical College to alert that institution to the needs of students completing the EBCE program and to encourage the development of programs which will meet the needs of students upon their graduation from high school.

NOTE.—DO NOT USE THIS ROUTE SLIP TO SHOW FORMAL CLEARANCES OR APPROVALS | DATE 5/6/79

TO: JAMES WILLIAMS | AGENCY | BLDG. | ROOM

☐ APPROVAL ☐ REVIEW ☐ PER CONVERSATION
☐ SIGNATURE ☐ NOTE AND SEE ME ☐ AS REQUESTED
☐ COMMENT ☐ NOTE AND RETURN ☐ NECESSARY ACTION
☐ FOR YOUR INFORMATION
☐ PREPARE REPLY FOR SIGNATURE OF

REMARKS:
As promised, attached is a copy of the report I submitted to this office of my review of the New Albany EBCE project.

Thanks to you and your staff for an excellent review of the project.

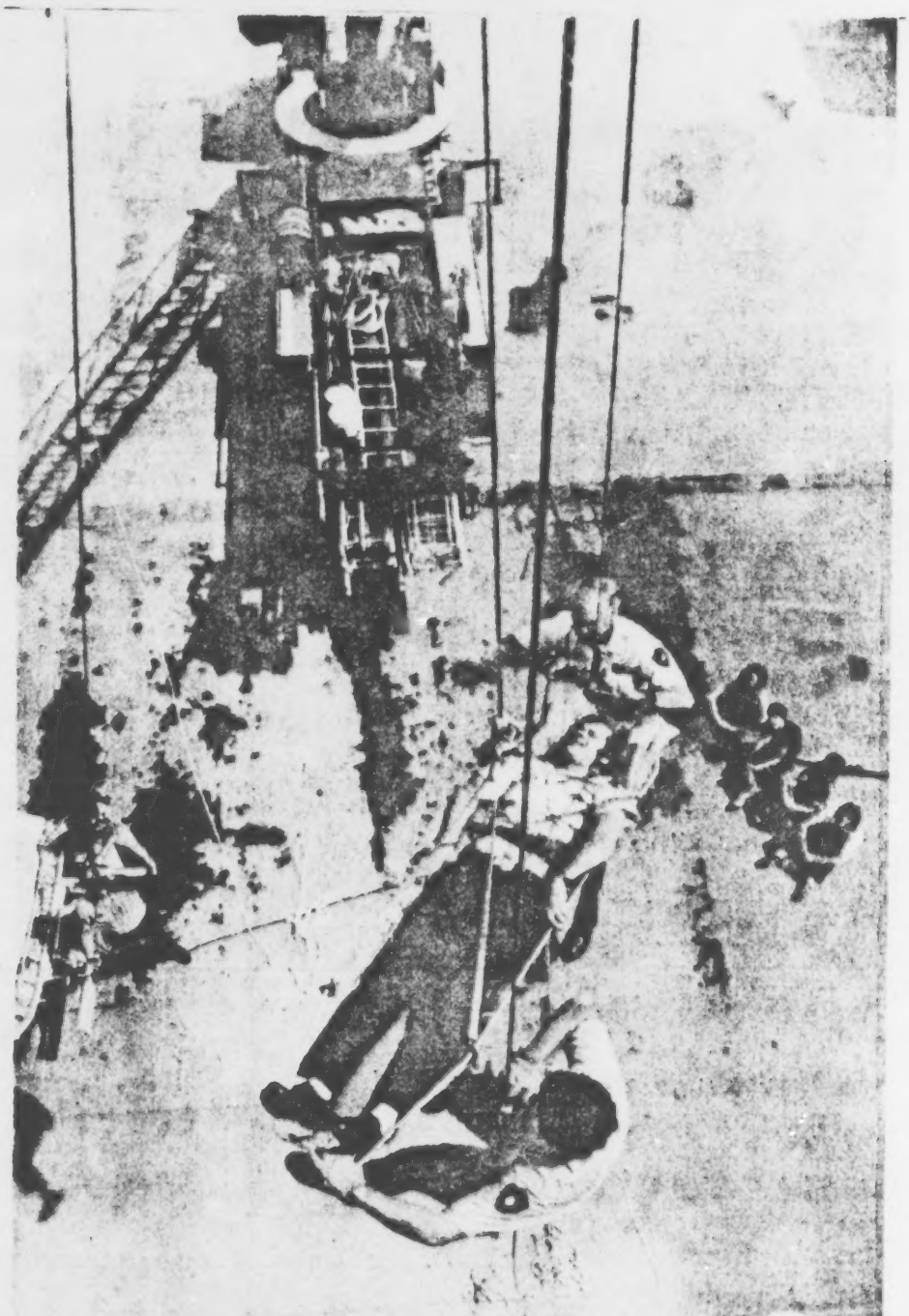
(Fold here for return)

To

From Mary Dickey

PHONE | BUILDING | ROOM

FORM HEW-30 REV. 11/56 ROUTE SLIP * GPO: 1972 O - 462-401



LEARNING THE JOB — Students at New Albany High School taking part in a special career education program have been spending time at various businesses learning about jobs. One of the places the students visited was the Fire Department on Grant Line Road. They were given a demonstration at the training tower by the rescue squad on how a person is taken from a upper story in the basket carrier by rapelling and lowering the "victim" by ropes. Fireman Tom Sauer and Major Bill Broadus support the basket carrying fireman Frank Becht and lower themselves down by ropes as well. Assisting from the ground is Capt. Don Turpin, left. Behind Turpin is one of the students, Kim Smith. The other students seated from left on the ground are Bill Groher, Kevin Hardin, Richard Robb and Donald Vallandingham. (Tribune Photo)

ASPIRING CUBS — Aspiring to be cub reporters are New Albany High School students Kim Brandt (left) and Lori Warren. The two students worked on a story in The Tribune offices this morning while taking part in the school system's week-long Career Development program. Several students interested in various phases of newspaper production got a first-hand look at all departments this week from writing news stories, to making up advertising, to page "paste-up," and offset printing.

(Tribune Photo)

Career Training Cla
Tries Newspaper Work

By LORI WARREN
and KIM BRANDT

For the past week, six sophomores from New Albany High School have participated in a work experience at The Tribune. The students are all involved in the Experienced Based Career Education program.

They are Carla Hartman, Bob Wheat, Diedra Young, David Nash, Lori Warren, and Kim Brandt. Their coordinator is Mrs. Pat Reid.

This program allows them to experience and actually be involved in the jobs at The Tribune. The students worked in the advertising, editorial, composing and circulation departments of the paper.

They assisted the employees in layouts, accompanied advertising salesmen on their business deals, answered telephones, typed, took pictures, put together pages of the newspaper, watched the presses run, developed film, and went with reporters on their "beats."

After a three-day stay at The Tribune the students were asked to comment on their work.

Carla Hartman said, "I think working at The Tribune is fun. Now I know what actually goes on in writing a newspaper. Our talk with Ed LaDuke was very interesting. I'd love his job."

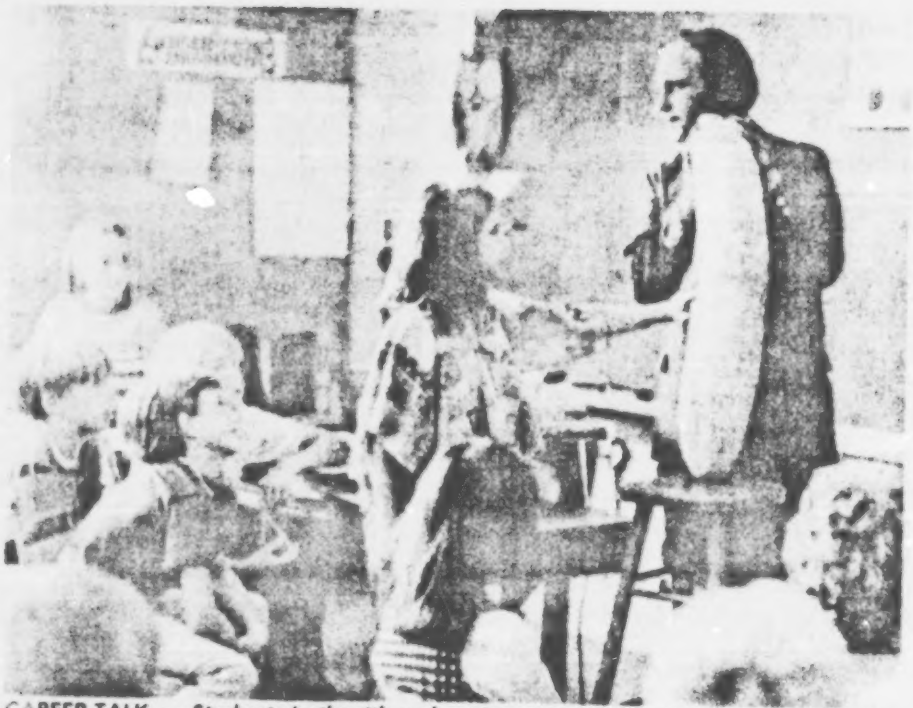
Bob Wheat noted, "I think studying career education at The Tribune is very exciting. Now I am ready to pursue an education in journalism."

Diedra Young stated, "The one thing I enjoyed and fascinated me the most was watching the papers being run off, and how fast that it was done. Also I like seeing them make the sports page from the aluminum and the chemicals they used to make the page come out."

David Nash replied, "It is a worthwhile program in that it is really good to see the jobs being done. My favorite department was the composing room. I would like to go it again if I could."

Lori Warren commented, "The past three days at The Tribune have been a great experience. I really enjoyed working with the employees and actually doing their jobs. They were especially nice and comfortable around them. I hope I'm lucky enough to have another opportunity to be in a program again. It is worth the time."

Kim Brandt concluded, "I have really enjoyed myself while working at The Tribune. I had no idea how they composed a newspaper until I helped put a page together. One of the best things was the people. They were extremely nice. I think it is a good program and I hope to get to do it again."



CAREER TALK — Students in the 4th and 5th grade classes at Mt. Tabor School listened to the "Weekend Gardener" Fred Wiche, as he talked and answered questions about his job in radio and TV. This is part of the career education program in the school system. Tara Renshaw is taking a close look at a Banana Squash that Wiche is holding.
(Tribune Photo)

WHAT AM I BID?— Auctioneer Carlos Brooks recently paid a visit to Corydon Pike schools fifth grade class, to serve as a career resource speaker. While he was there, teachers Donna Kimball and Michael Kaiser requested that he demonstrate his skills by helping them auction off a number of items. Students spent Logo Money earned for good classroom behavior on such items as pumpkins, banks, Star War posters and even a couple of old Army uniforms.

APPENDIX J-4

The Tribune, New Albany, Indiana Tues., Oct. 4, 1977

ON ASSIGNMENT—Melody Horlander and Linda Weesaw picked up some technical information about the Tribune's presses from Don Miller, general manager, Monday. The two sixth grade students at S. Ellen Jones School visited The Tribune as part of an assignment given them by their teacher, Gilbert Smith, during Media Scope week at the school.
(Tribune Photo)

The Tribune, New Albany, Indiana Thurs., Oct. 20, 1977

WHETHER TO LEATHER — Students in Jim Herbert's sixth grade class at Reisz Elementary School are considering several options before deciding on what type of product they want to manufacture and sell as part of their investigation of the production and maintenance and marketing and sale career clusters. Bill Hall of Tand Leather Corp. demonstrates various leather techniques to the students. provided leather strips for students so they might practice newly-found skills.

The Tribune, New Albany, Indiana Wed., Oct. 26, 1977

CAREER COPTER—Brenda Hess, far right, a student teacher at Green Valley Elementary has been responsible for planning several outstanding career education activities for her class this year. Her latest effort involved having a helicopter from her husband's compnay, Allied Machinery Inc., drop in for a visit. The students examined the copter, asked pilot Dan Wright questions about his job and watched as Mrs. Hess and regular classroom teacher, Connie Kemple, were treated to a short ride.

The Tribune, New Albany, Indiana Fri., Nov. 18, 1977

Five FCHS Students Explore Newspaper

Several students from Floyd Central High School took a week off from their regular school activities to visit the New Albany Tribune as part of the career education program.

The purpose of the visit was to explore the newspaper business, and to look into the various job opportunities.

The students visited and worked in advertising, reporting, circulation, pressroom and composition. Their activities during the stay included traveling with advertising representatives, walking beats with reporters and conducting surveys in circulation.

Dale Shirley, one of the students, found the advertising department most interesting.

"This has been one of the most valuable learning experiences of my life. It was very enjoyable. I loved every minute of it," he said.

Terry Nolot spent much of his time talking to sports editor Eddie LaDuke. "I was impressed with the patience and friendliness of Mr. LaDuke, and his basic knowledge of sports. I hope some day I can enjoy the success that he has attained," he said.

Doreen Ridge and Pete Howard both enjoyed working in the newsroom.

"I like monitoring AP for information," Pete said. Doreen enjoyed typing her article and sorting pictures. She says this about her visit. "I really enjoyed the experience. I learned more doing newspaper work than just hearing about it. Met many interesting people on the staff too."

I enjoyed all the departments and the variety involved with the newspaper. I hope I get to work on a newspaper eventually," said Audrey Pelhan.

Ledger-Tribune, New Albany, Ind., Sun. Nov. 20, 1977

ADMINISTRATORS LEARN—Administrators from the various local schools were hand at The Tribune Thursday to see first-hand what the students from their schools were doing while they visited The Tribune. This is the career rescource program in which students go to the job site to learn about jobs. Some of the administrators on hand to see what Floyd Central High School students were doing. Floyd Central students have been at the paper three days this week learning about the newspapar trade. Administrators in the staff program "SEE" stopped by to view what the students do when they are away from school and on the job site. From left are: students, Audrey Pelham, Terry Nolot, GeneMiller, principal of Slate Run School; Bob Parker, Tribune composing room foreman; Irvin Stumler, counselor at Floyd Central, and Dennis Renshaw, principal, New Albany High School.

(Tribune Photo)

, The Tribune, New Albany, Indiana Fri., Nov. 18, 1977

SEEKING A CAREER—Students in the New Albany Floyd County Schools now have the opportunity to learn first hand information about job careers in various vocations as part of their education. In the career resource program students visit the businesses and are shown and told about the jobs. These students from the 6th grade at Mt. Tabor School were at the Tribune where they interviewed staffers, were given a tour and told about the news media as a occupation. Don Beck chief photographer of the Tribune explains how national and state news is transmitted by the Associated Press wire service. Students are, from left: Marsha Staerly, Shelly Beck, and Le Anna Burns. (Tribune Photo)

APPENDIX J-8

"WHAT'S YOUR BAG, SANTA?—This past week New Albany Floyd-County first graders had the opportunity to ask Santa questions about his job. This group of S. Ellen Jones first graders used the Career Resource Center's conference phone to contact the North Pole. Teachers from left, Sheila Dotts, Cheryl Carroll, and Linda Davis help students with their questions.

Ledger-Tribune, New Albany, Ind., Sun., Dec. 18, 1977

CAREER AWARD — Teachers Barbara Dooley, Cheryl Davids, Linda Pe.i and Principal Norm Perkins accept the annual Career Education staff participation award from Career Ed program resources manager Dennis Watson. This is the second consecutive year that the Galena staff has had the highest percentage of participation in the various elements of the career ed porgram.

Ledger-Tribune, New Albany, Ind., Sun. Feb. 12, 1978

"YOU CAN DO ANYTHING"—Gail Craven demonstrates the sales techniques that have proven so successful for her at Clapp Oldsmobile, Clarksville. Miss Craven took time out from her busy day to discuss her career with students in Roy Aumillers' sixth grade class at Greenville Elementary. Gail's parting advice to the students was not to sell yourself short, "you can do anything you want to do", she told the class which is studying marketing careers.

The Tribune, New Albany, Indiana Tues., Feb. 21, 1978

YE OLD TREASURE MAP — Candace Hall proudly displays her advanced art project to her Floyd County art instructor, George Engle. The Career Resource Center asked Candace to develop a treasure map depicting the various career training opportunities available locally at Prosser Vocational Center. These maps will be used by all sixth grade students during their orientation tours in the spring.

The Tribune, New Albany, Indiana Fri., Mar. 31, 1978

AMBULANCE WORKER — Students in Jim Williams sixth grade class at M.L. Reisz Elementary recently invited Mullineaux ambulance service to come and discuss emergency health care equipment and techniques with them as part of a combined career education health care unit. Students watch as the attendants demonstrate how blood pressure is measured.

Ledger-Tribune, New Albany, Ind., Sun. Apr. 9, 1978

OUTLOOK ON LIFE — Wayne Howell, a representative of State Farm Insurance recently spoke to this group of New Albany Senior High School students about all types of insurance. The students who are enrolled in Bob Dusch's American Problems class are piloting a series of 17 career-related pre-graduation survival readiness activities designed to help students cope with transition from school to the working world. The project entitled, "Ready, Set, Go" is sponsored by the Career Resource Center and, if incorporated on a system-wide basis, will be made available to all 12th graders.

STUDYING THE BALLOT — Alice Stocker, Clerk of Floyd Superior Court, explains the primary election ballot to third grade students at Green Valley School. The youngsters are students of Ann Banet's third and fourth grade class. They are studying career education and social studies and this lesson was "planning for a career in government and leadership."

ROUGH CROSSING — Kathy Dougherty measures holes at the Louisville & Nashville Railroad crossings along its 15th Street right-of-way. A small delegation of city residents told the Board of Public Works and Safety this morning that not only were the holes "...inconvenient but they're also dangerous." John Brinkworth, Board president, said previous calls to the Railroad have received promises of repairs but no action thus far.

(Tribune Photo)

Page 3, Ledger-Tribune, New Albany, Ind., Sun., May 14, 1978

MOTHER'S DAY CAREERS — Now Albany High School floral design students, Regina Wolf and Cathy Emerson, were one of eight beautification career demonstration teams that helped conduct a systemwide fifth grade career education project. The teams discussed the floral business, constructed a Mother's Day centerpiece that was given to one of the lucky teachers, and demonstrated proper planting techniques for the individual flower seed packets that were distributed to each of the elementary students. Here the girls display their finished product at Silver Street Elementary School.

The Tribune, New Albany, Indiana Thurs., May 18, 1978

MEDIA CAREER — Students at Greenville Elementary School have been studying careers in the media. From left, Erin Linton, Melissa Heuser, Lisa Low, Randa Brown and Robert Baxley, are using a video tape deck, sound system and monitor to simulate jobs required to produce a television program. Teachers Sally Leezer and Roy Aumiller organized the activity. Students developed their own program format and took turns participating as directors, producers, camera technicians, sound directors and performers.

The Tribune, New Albany, Indiana Tues., May 23, 1978

CAREER CONTEST WINNER — Norman Rowe of West Spring Elementary received a certificate and cash prize for submitting the winning slide tape "Media Scope" presentation entitled "Focus on Physicians." Rowe and his project teammate, Mark Wright, took slides of their chosen occupational exploration and then prepared a cassette tape narration complete with additional research remarked that this year's winning entry was the most professional presentation they had received in the three years of the contest. Rowe's teacher, Bob Hall, congratulates him while Mark's teacher, Butch Lang, left, accepts his award. Mark moved away mid-year but will be sent his good news by mail.

The Tribune, New Albany, Indiana Tues., May 30, 1978

MODEL MECHANIC — Model Kris Amerson discusses her career with Roy Aumiller's sixth grade students at Greenville Elementary. Miss Amerson demonstrated modeling techniques and told students that poise, pleasing appearance, proper posture, speaking, walking and standing were all important aspects of her training and require a good deal of practice. Her advice to the students was "Try to learn as much as you can from as many different experiences as you can." she just finished taking an auto mechanics' course!

THE COURIER-JOURNAL, FRIDAY, OCTOBER 14, 1977

Center stage

Program puts theater students where the work is

By MIKE KING
Courier-Journal Indiana Editor

All five of them have their eyes on a career in acting, but at age 16 they all admit they have a lot of learning to do.

"Sometimes you have to have your eyes opened for you," said Andy Hottell. "In school things are arranged for you. Your teachers or directors tie up the loose ends. Here you have to be able to manage yourself, to work on your own. The responsibility is much greater."

Hottell and four other students from the New Albany-Floyd County schools spent the past three days in Louisville getting some of the experience they had been asking for. On Tuesday they began three days of work — hard work, they said — as members of the crew of the Louisville Children's Theatre.

They were responsible for handling publicity, auditions, budgets, booking and even determining how much the main performers would be paid for their work.

They also helped the theater's production manager, John Campbell, put together the set of the theater's next production, "The Hide-and-Seek Odyssey of Madeline Gimple," which will open Oct. 24 at the theater, 2117 Payne St.

The three days of work and study are a part of the New Albany school system's career education project. The program, entitled Experience-Based Career Education, allows high school students to take time off from classes to work on jobs that interest them.

"We get a lot of good training in student theater (at New Albany High School), but here we're thrown right into the middle of everything," said Toni Burger, a junior at New Albany.

"We usually divide the responsibility up between a whole lot of students at school plays, but here everyone is expected to do whatever is necessary to put on the production," she said.

Whatever is necessary includes such things as writing news releases and blowing up dozens of balloons for the colorful sets involved in Children's Theatre productions, the students said.

"If there's one thing we have all learned it's that you have to be pretty versatile in this business," said Missy Owen, one of the students. "Everybody has to pitch in and help out. All the actors are expected to do stage work, too. It's remarkable how much they can get done with such a small company."

The students, all juniors, said they primarily are interested in acting, but they realize that if they want a career in the business they probably will have to break in at the production level.

"This is the best kind of experience you can get," said Rebecca Brandon, a student at Floyd Central High School in Floyd County. "When you learn the basics at this level you know what to expect if you want to get on in a company later."

Anne Dean, a New Albany student, said she was amazed at how fast the professional members of the Children's Theatre learn their lines and are ready to perform.

"They have their script memorized in one day," she said. "At school we usually get two to three weeks to memorize our parts. They get into it quickly."

The students said they enjoyed working with a small theater company, because they could get a closer look at how it works and what's expected of its employees. But next semester, they said, they're also looking forward to working for three days on a similar project at Louisville's Actors Theatre.

"It'll be interesting to see the difference between a small company like the Children's Theatre and the way Actors runs," Hottell said. "It might gives us an idea of what we can ultimately shoot for."

Barbara Miller, administrative manager for the Children's Theatre, said she felt more students should profit from such programs.

"There's no better way for anyone to learn, of course, than first-hand experience," she said. "The New Albany kids are lucky they have a program that allows them this chance. It would be nice if all school kids could do the same kind of thing once or twice in their school careers."

APPENDIX L

THE BLOTTER
New Albany High School
1020 Vincennes Street
New Albany, Indiana 47150

Oct. 7, 1977

Students Explore Career Education Experience

Teresa Cooper, BLOTTER staff member, recently participated in the Career Education program, formally titled Experience-Based Career Education. Teresa, who hopes to become a professional artist, visited the Porter Paint Company, as part of the program. This story describes her week in the career program and her reaction to the job site visit.

I was one of six students whose job site was the Porter Paint Company, located in Louisville.

On Monday, we reported to the Career Education Center on Beeler Street. There we were asked to explain to career counselors why we chose the career that we did.

The students then received job personality profiles. This material described what kind of personality was needed for certain kinds of jobs. Some jobs required ambition, leadership, or sense of responsibility, while others did not stress such traits.

On Tuesday the group reported to a store which is the largest distributor of Porter Paint in Louisville. We received a guided tour of the building.

Next we met in a conference room and watched a film on the history of paint.

Ms. Mike O'Brian, a highly regarded interior decorator who sells Porter products, explained something about the art of decorating, letting us see some samples of wallpaper that Porter has in stock.

The students were divided into three groups of two and were taken to three different Porter locations, smaller outlets of the main distributor.

Some students were given examples of house designs and were assigned to plan a decor. Others complained of not being able to deal with the true decorating business, having only the opportunity, in their words, to "sit down and look at wallpaper catalogues."

Thursday the three groups alternated locations and did similar tasks. Friday they returned to the classroom of the Career Resource Center to evaluate their week.

All the members of my career group except one expressed satisfaction with their selection of job cluster and planned to continue to pursue their art career interest.

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APPENDIX M

EVALUATION QUESTIONS

QUESTION 1: WHAT IMPACT DOES EBCE HAVE ON STUDENTS' CAREER EDUCATION KNOWLEDGE, ATTITUDES AND SKILLS?

QUESTION 2: WHAT TYPE OF STUDENT IS ENROLLED IN EBCE?

QUESTION 3: WHAT IMPACT DOES EBCE STUDENT PARTICIPATION HAVE IN THE COMMUNITY AND IN THE SCHOOL?

QUESTION 4: HOW DO EBCE STUDENTS VIEW THE PROGRAM?

QUESTION 5: HOW DO PARENTS VIEW THE PROGRAM?

QUESTION 6: HOW DO PARTICIPATING SITE COORDINATORS VIEW THE EBCE PROJECT?

QUESTION 7: HOW DO TEACHERS, H.S. ADMINISTRATORS, AND COUNSELORS VIEW THE PROGRAM?

QUESTION 8: WHAT IMPACT DOES EBCE HAVE ON STUDENT LEARNING?

QUESTION 9: WHAT IMPACT DOES THE EBCE PROGRAM HAVE ON THE ELIMIATION OF SEX BIAS?

QUESTION 10: WHAT ACTIVITIES DO THE NA-FC/EBCE STAFF CARRY OUT FOR THE PURPOSE OF DISSEMINATING THE MODEL?

APPENDIX N

STUDENT QUESTIONNAIRE

NAME_____ NUMBER OF EBCE EXPERIENCES _____

SITE(S) VISITED _____

EBCE COUNSELING SESSIONS

1. The EBCE counseling sessions (Monday) made me: CIRCLE ANSWER

Think about what I want out of life.	yes	undecided	no
Think about what kinds of jobs would be best for me	yes	undecided	no
Think about planning my career	yes	undecided	no
Think about how my school work applies to a job	yes	undecided	no

2. Overall the EBCE counseling sessions were:

___helpful ___some were helpful: some were not helpful ___not helpful

Please list those activities that were not helpful:

_____

3. I was given enough information to prepare me for my site experience.

___yes ___undecided ___no

EBCE SITE EXPERIENCE

4. The site(s) where I was assigned matched my career interests.

___yes ___undecided ___no

If no, what sites did not match your interest_____

5. While at the site:

I practiced working at job tasks	lots	some	very little
I observed workers	lots	some	very little
I talked with workers	lots	some	very little

6. As a result of my site experience: (Check all that apply)

___ I changed my mind about an occupation I thought I would like.

___ I am interested in an occupation that I had not thought about.

___ Neither of these things happened.

OVERALL EBCE

7. The EBCE experience will help me make a better career decision.

___yes ___undecided ___no

8. Overall, I rate the EBCE program:

___The best ___Pretty good ___Okay ___Pretty bad ___Worst

9. How could we have made the experience better for you? Respond on back.

APPENDIX O

1. Do you feel that EBCE is a worthwhile program?

   ___yes ___no ___undecided

2. If you had to do it over again, would you want your son/daughter to participate in the EBCE program?

   ___yes ___no ___undecided

3. Has the EBCE program helped your son/daughter to think more seriously about his/her career plans?

   ___yes ___no ___undecided

4. Do you think your son/daughter learned alot about the world of work in the EBCE program?

   ___yes ___no ___undecided

5. Have you received enough information about your son's/daughter's EBCE program?

   ___yes ___no ___undecided

6. Do you think your son's/daughter's attitude toward school has changed as a result of the EBCE program?

   ___yes ___no ___undecided
   In what way?_____

   _____

   _____

7. Would you be interested in joining a parent advisory committee for EBCE?

   ___yes ___no ___undecided
   If yes, please give name and address:

   _____

   _____

   _____

8. What suggestions would you offer that might improve the program?_____

   _____

   _____

   _____

APPENDIX P

EBCE QUESTIONNAIRE

High School - Position _____

Subject _____

1. Many sophomore and juniors have participated in the New Albany - Floyd County EBCE project. This EBCE program is beneficial to students.

   _____ strongly agree _____ agree _____ no opinion

   _____ disagree _____ strongly disagree

   Support your opinion _____

2. Of those students whom I have spoken with regarding their EBCE experience, the majority of students feel that EBCE was:

   (Check all that apply)
   _____ learning experience
   _____ chance to get our of class
   _____ something new they wanted to try
   _____ waste of time
   _____ a lot of work
   _____ other

   Comment: _____

3. I feel the EBCE program is:
   _____ worth the time lost in class

   _____ not worth the time lost in class

   Comment: _____

4. What is the major weakness (es) in the program?

   _____

   _____

5. What is the major strength(s) of the program?

   _____

   _____

6. What suggestions would you offer for improving the program?

   _____

   _____

APPENDIX Q

NEW ALBANY SITE COORDINATOR'S INTERVIEW GUIDE

1. Do you feel the EBCE program is worthwhile for students? Explain:

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2. What problems have you or your employees encountered during your participation in the project?

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3. What changes would you suggest that might improve the program at your site or eliminate any problems that have developed?

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4. Do you feel that the EBCE program interferes with the operations at your site? How? Suggestions:

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5. Do you see any benefits gained by your organization's participation in the program? Explain:

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6. Do you feel that the <u>majority</u> of students who visited your site were there because they truly were interested in learning about the careers represented at your site? Approximate percentage of students who were interested . . . .____%

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7. At what age do vou feel students would benefit the most from this program?

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8. Do you feel that 3 days of on-site participation is enough or too much? Why?

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9. Do you feel that the number of students or arrangement of students that visit your site should be changed? How?

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10. Do you feel that the EBCE staff have provided enough assistance and feedback to you and your employees?

---

11. How can the EBCE staff be of further help to you regarding the program?

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12. Any other suggestions or comments would be appreciated.

APPENDIX R

Site_____

Name_____

Date_____

EBCE EMPLOYER QUESTIONNAIRE

1. Please rate the students who visited your organization AS A GROUP.

	Unacceptable	Acceptable	Outstanding
Appearance and dress	_____	_____	_____
Responsibility-punctuality, adherence to rules, etc.	_____	_____	_____
Courtesy	_____	_____	_____
Enthusiasm-interest in learning	_____	_____	_____

If there were any specific problems with student behavior or if you were particularly impressed by one or more of the students, please describe the situation briefly.

2. Please rate the assistance of the EBCE staff in preparing your organization for the students' visit.

_____ inadequate _____ adequate _____Outstanding

COMMENTS:

3. Do you think the students benefited from their visit?

_____ no _____yes, some _____yes, a lot

Comments:

4. If you see any BENEFITS your organization derives or will derive from participation in EBCE, please describe them briefly.

5. If you see any PROBLEMS participation in EBCE causes or will cause your organization, please describe them.

6. What is your estimate of the amount of productivity your organization invested in the students's visit?

_____ person - hours

7. Will your organization be willing and able to continue participation in the program?

_____ yes _____ no _____not sure

8. We would greatly appreciate any other comments you have, particularly suggestions for improving the program.

APPENDIX S

MANAGEMENT TEAM BREAKFAST

1977-78 EXPERIENCE-BASED CAREER EDUCATION ORIENTATION CONVERENCE

August 15, 1977

AGENDA

7:30 - 7:45	Continental Breakfast
7:45 - 7:55	Statement of Objectives
7:55 - 8:20	Remarks by Dr. Charles Tarino Research For Better Schools, Inc. Philadelphia, PA
8:20 - 8:35	Evaluative Reactions to the EBCE Program, Mr. Fred Gannon, New Educational Directions, Crawfordsville, IN
8:35 - 9:25	NAFC/EBCE K-12 Plans for School Year 1977-78, NA/FC Career Resource Center Staff
9:25 - 9:30	Establishment of Dates...
	*Elementary Faculty/Student Media SCOAP Orientations
	*Secondary Faculty Orientation
	*Counselor Orientation
	*Ninth Grade Career Questionnaire (CQ)
	*Other

APPENDIX T
See Application

SEE

STAFF EXPLORATION EXPERIENCE

an opportunity to "see" EBCE in action

The Career Resource Center would like to extend the opportunity for all the teaching, counseling, and administrative staff members to participate in a one day site exploration. This program is designed to show the job tasks and guidance activities performed by students during their EBCE week. Each participant will spend one half of the day monitoring a site (in some cases it may be multiple sites) and the remaining half day in a classroom situation going over the career guidance and orientation activities.

If needed, a substitute teacher, of your choice, will be provided for you. The participants will be selected in groups of three (3) to allow for comfortable transportation by the Career Education Specialist.

We sincerely hope that if you are really concerned about "what the kids do" you will complete the application form below and return it to your Career Education Specialist by Monday, September 19, 1977.

APPLICATION FORM FOR STAFF EXPLORATION EXPERIENCE

Yes, I would like to participate in the staff exploration program.

NAME	DEPARTMENT(S)	SCHOOL

RECOMMENDED SUBSTITUTE

MONTH THAT WOULD BE BEST FOR ME

APPENDIX U

NOVEMBER 17, 1977

STAFF EXPLORATION EXPERIENCE

AGENDA

8:00 - 8:30	Coffee and Conversation
8:30 - 9:30	Tour of Career Resource Center Discussion of Student Orientation and Guidance Activities Review of Student Logs and Reports
9:30 -12:00	Site Visitation

Gene Miller
Escort: Ted Smith
Exploration Sites: New Albany Tribune, TARC, Porter Paints, Boones Nursery

Dennis Renshaw
Escort: Pat Heid
Exploration Sites: New Albany Tribune, Louisville Today Magazine, Louisville Children's Theater

Irvin Stumler
Escort: Mimi Pate
Exploration Sites: New Albany Tribune, Louisville Children's Theater TARC

12:00 - 1:00	Lunch...Dealers Choice
1:00 - 2:00	View Deck Site Review and Sharing of Experience